

## THE BULLETIN

MAY 12, 1997 ~ 50TH YEAR ~ NUMBER 18

Provincial Budget  
Boosts R&D

BY SUZANNE SOTO

**A**FTER YEARS OF UNDERFUNDING the province's allocation of \$500 million over the next decade towards research and development is an important first step in putting universities on the road to recovery, U of T administrators say.

The funding announcement — contained in the 1997 Ontario budget released May 6 — is good news for U of T which has traditionally provided about 40 per cent of university research in the province and 14 per cent in the country, said Professor Heather Munroe-Blum, vice-president (research and international relations). However, both Munroe-Blum and President Robert Prichard feel that the funding situation could be improved further.

"Ontario has slipped badly in recent years in its commitment to research and development," Prichard

said. "The Ontario budget's recognition of the vital role of research and development in building future prosperity for the province is very encouraging."

U of T's overwhelming priority now, he added, is to persuade the province that it is "absolutely essential to increase core operating support for the university. The Smith panel's first and unequivocal recommendation was that Ontario increase its public funding to the national average. Between now and December, when the next transfer payment will be made, we will work relentlessly to achieve progress on this goal."

The province's finance minister, Ernie Eves, announced in his budget speech that beginning in 1997-98 the province will pump \$50 million annually into a new Research and Development Challenge Fund that

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New Hart House  
Warden Named

**A** SOCIAL JUSTICE ADVOCATE with 20 years' experience in community development will be the new warden of Hart House.

Margaret Hancock, currently executive director of Toronto's Choice in Health reproductive health services clinic, says she was happy to accept the five-year appointment as the first woman to head one of the world's first and best-known student



Margaret Hancock

centres and campus gathering places. "Becoming warden of Hart House is an incredible opportunity to become involved with the education of young people at an exciting time in their lives," she said. "Thousands of young people go through the house each year and really have wonderful experiences that shape their life-long participation in society. I'm thrilled to be selected for this opportunity to make such a significant contribution."

President Robert Prichard praised Hancock as the ideal choice to lead Hart House into the next century. "Margaret Hancock will be a splendid warden for Hart House. She has devoted her life to making a difference

~ See NEW, Page 6 ~

## GINGERBREAD DELIGHT



The Brothers Grimm fairytale of Hansel and Gretel came to life for more than 100 children at the Institute of Child Study May 2. The Canadian Opera Company has been taking its show on the road this month in an effort to introduce young people to the art. Two youngsters from the institute are entranced by Gretel, right, while Hansel and the other ensemble members perform in the background.

ROB ALLEN

## Letter Prompts Disagreement

Issue of union certification puts UTSA, administration at odds

BY SUSAN BLOCH-NEVITTE

**W**HILE MEMBERS OF THE U OF T Staff Association are preparing to vote on whether to pursue union certification, controversy is simmering over a letter sent to all administrative staff members by the administration.

The three-page letter, sent in late April, outlined the university's perspectives on the issue and asked readers to "reflect on the advantages and disadvantages of certification as compared with preserving the existing relationship." It was signed by President Robert Prichard and Professor Michael Finlayson, vice-president (administration and human resources).

UTSA president Mel Martin and Paul Carson, chair of the UTSA Board of Representatives, responded with a letter to the 1,500-strong UTSA membership that was highly critical of the administration's action, terming it an attempt to influence the outcome of the referendum.

"For us the primary issue is the right of UTSA members to decide their own business without interference," Martin said in an interview. "This is an internal matter about where we go in the future. Non-members are not welcome to participate in that decision. If you want to play you have to join the team." Finlayson doesn't argue the right of staff members to decide how they want to organize themselves but believes that the implications of the referendum are much broader.

"This issue affects all administrative staff, whether they are UTSA members or not," he said. "The administration has an obligation to put forward its perception of a question that will have fundamental importance for the future of all staff members of the university."

Martin feels the university has its opportunity to contribute to the discussion through its response to a series of questions posed by the association and published in a document titled *Unions: Questions and*

Answers. He noted, that the reaction of some members suggests the administration overplayed its hand and that the "patronizing tone" of its letter led association members to change their minds in favour of certification.

Finlayson believes a key element in the debate "is the legitimacy of our stating our view." There are two sides to every issue, he added, and all staff members have a right "to know what we think as well as what the proponents think."

"The association did ask the administration to participate in the debate through the questionnaire. This was an invitation to participate in the discussion. This is a university where we discuss things and certification is certainly a highly discussable subject."

While Martin and Finlayson disagree on the intent of the administration's letter, there's no debate on the letter's legal standing — it falls

~ See LETTER, Page 6 ~

## INSIDE

## Second look

PART TWO OF FOUR ON IMPACT of university budget. Page 3

Dealing with  
memories

HOLOCAUST SURVIVOR HELPS victims pick up the pieces. Page 5



## Responding

WE ASKED AND WERE ANSWERED. Letters. Page 7

## AWARDS & HONOURS

### Faculty of Applied Science & Engineering

PROFESSOR DOUG HOOTON OF CIVIL ENGINEERING HAS BEEN selected to receive an Award of Merit for 1997 from the Canadian Standards Association. The award honours individuals who have demonstrated leadership in the development of Canadian standards and who have advanced the prestige and purpose of the association.

### Faculty of Arts & Science

PROFESSOR ROBERT DESHMAN OF FINE ARTS HAS BEEN posthumously chosen by the Medieval Academy of America to receive the Charles Homer Haskins Medal for 1997 for his book *The Benedictine of the World*. The medal is awarded annually for a distinguished book in the field of medieval studies. Linda Deshman accepted the medal on behalf of her late husband at the annual meeting of the academy April 19 in Toronto.

PROFESSOR STEVEN SCOTT OF GEOLOGY AND CHAIR OF THE Division of Geological & Mineral Engineering has been selected to receive this year's Duncan R. Derry Medal from the Mineral Deposits Division of the Geological Association of Canada. The medal is awarded in recognition of outstanding contributions to economic geology in Canada and for public contributions to the science.

### Faculty of Dentistry

PROFESSOR DAVID LOCKER OF THE FACULTY OF DENTISTRY



received the Geriatric Oral Research Group Award at the International Association for Dental Research meeting held in Orlando, Florida. The award is in recognition of outstanding achievements in research and scholarship pertaining to aging and oral health.

PROFESSOR EMERITUS DENNIS SMITH OF THE FACULTY OF Dentistry has been awarded the prestigious John Tomes Medal by the British Dental Association for outstanding services to the dental profession. Smith will receive the award at the British Dental Association presidential meeting at Bournemouth, England, in June.

### Faculty of Law

PROFESSOR JOHN HAGAN OF THE FACULTY OF LAW AND THE Department of Sociology is one of only three Canadian professors to be selected to receive a prestigious Guggenheim Fellowship from the John Simon Guggenheim Memorial Foundation. The fellowship will support his research on American draft dodgers in Canada and begins in July.

Fellowships are awarded to men and women who have already demonstrated exceptional capacity for productive scholarship or exceptional creative ability in the arts.

### Faculty of Medicine

PROFESSOR STEPHEN LYE OF OBSTETRICS AND GYNECOLOGY was awarded the 1997 President's Scientific Achievement Award at the annual meeting of the Society for Gynecology Investigation in San Diego. Lye was recognized for his outstanding contributions to our understanding of the regulation of uterine activity and to the clinical problem of preterm labour.

### OISE/UT

PROFESSOR DAVID OLSON OF OISE/UT RECEIVED AN honorary LLD degree from the University of Saskatchewan April 3 on the occasion of the 90th anniversary of the founding of the university. Olson, who received his undergraduate degree from Saskatchewan in 1960, was cited for his distinguished contributions to the field of language, literacy and cognition.

PROFESSOR MERRILL SWAIN OF OISE/UT HAS BEEN ELECTED VICE-president of the American Association of Applied Linguistics and will become its president in 1998-99. She is the first Canadian to be elected the post. The association is the largest and most prominent scholarly association in North America devoted to the study of applied linguistics.

## IN BRIEF

### Polanyi portrait unveiled

A PORTRAIT OF UNIVERSITY PROFESSOR JOHN POLANYI, 1986 NOBEL Prize winner in chemistry, was unveiled May 9 in the atrium of the Rotman Centre for Management. Over 300 people attended the event, including Hilary Weston, lieutenant-governor of Ontario, and the portrait's artist, Brenda Bury. Valued at \$20,000, the portrait was commissioned by the Department of Chemistry and funded by the contributions of three donors: Hazel Campbell Tomlinson (physical and health education 1946) and Norman and Margaret McClelland, both graduates of Victoria College (1936).

### Print journalists win Southams

U OF T HAS AWARDED 1997-98 SOUTHAM FELLOWSHIPS TO FOUR veteran print journalists. Funded by Southam Inc. and given annually to experienced journalists, the fellowships enable winners to pursue eight months of study at U of T. This year's recipients are: Valerie Ross, arts reporter for *The Globe and Mail*; Steve Lukits, editorial page editor at *The Kingston Whig-Standard*; Catherine Wallace, city editor at the *Montreal Gazette*; and Anne Marie Owens, reporter for *The St. Catharines Standard*. Southam Fellows are based at Massey College from September to May.

### More roads onto information highway

U OF T WILL BE PROVIDING MORE WAYS TO ACCESS ITS INFORMATION Commons. A total of \$1 million will be invested to provide supplementary Information Commons terminals in locations outside the main libraries. The 250 new computer workstations, each costing approximately \$4,000 to purchase and install, will be placed in a number of areas including the Medical Sciences Building, Sidney Smith Hall, Erindale College and New College. Provost Adel Sedra says the new workstations are needed to alleviate the demand for terminals in the libraries, where there are long lineups of students wanting to access e-mail and library catalogues.

### Fun camps for kids

ERINDALE COLLEGE IS OFFERING SUMMER SPORTS CAMPS FOR youngsters of all ages. A multi-sports camp for children aged six to 13 features baseball, floor hockey and swimming, among other sports, and will be held in week-long sessions starting June 30. A tennis camp for players aged nine to 16 will be offered in four-day sessions beginning July 7. A Leaders in Training program for teens aged 14 to 16 will run in two-week sessions also starting July 7. Participants will increase personal fitness through activities such as mountain biking and indoor rock climbing; learn to teach sports skills and work on strengthening leadership skills. For more information on the camps call (905) 828-5269.

## Abramovitch, Marrus Named to New Posts

PROFESSOR RONA ABRAMOVITCH of psychology has been appointed director of the Transitional Year Program; Professor Michael Marrus of history has been named dean of the School of Graduate Studies. Both appointments are for seven-year terms effective July 1.



Rona Abramovitch

Abramovitch, the status of women officer, replaces Professor Jack Wayne of sociology who directed

the Transitional Year Program for last 11 years. TYP is a special access program for adults who do not have the formal education to qualify for university admission. Until the end of her term as status of women officer, Abramovitch will devote 50 per cent of her time to each position.

Abramovitch earned her undergraduate degree from McGill University and a doctorate in developmental psychology from the University of Minnesota. She was first appointed to the U of T psychology department at Erindale in 1974 and has published numerous articles in the area of child development. Her most recent work has dealt with children's understanding of legal rights and their capacity to consent to participation in research.

Marrus replaces Professor Jon Cohen who has headed the School of Graduate Studies since 1990. Well known throughout the university for his service as chair of Academic Board from 1990 to 1996, Marrus has a comprehensive knowledge of the university, its programs and policies.

A graduate of U of T (honours BA, 1963), he received his MA in 1964 and PhD in 1968 from the University of California at Berkeley. Marrus is a specialist in modern European history,



Michael Marrus

concentrating recently on the history of European fascism and the Holocaust. He is the author of six books and many articles and is a fellow of the Royal Society of Canada and the Royal Historical Society.

### FACT IS:



THE AVERAGE GIFT IN THE 1996 United Way campaign amounted to \$225. One hundred fourteen faculty and staff members made pledges in excess of \$1,000. Retired staff members gave \$46,000. The Scarborough and Erindale campus locations each raised \$27,000.

### UNIVERSITY - OF - TORONTO

## THE BULLETIN

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## BUDGET 1997-98

# ACADEMIC CUTS WON'T STOP THE GROWTH PROCESS

BY BRUCE ROLSTON

*This is part two of a four-part series on the impact of the 1997-98 university budget. Next issue: what the future holds.*

**M**ORE STUDENTS. FEWER TEACHING ASSISTANTS. LESS laboratory equipment. When you take \$54 million a year out of a university budget, it affects everyone. In lots of ways.

At Scarborough, chemistry professor Robert McClelland is concerned about how the use of increasingly obsolescent equipment is hurting the education of his undergraduates. The titration and electrolysis apparatus they use now is "ancient," he says. "Equipment in our undergraduate laboratories is in a dreadful state."

Downtown at St. Michael's College, Principal Joe Boyle regrets not having the money to get more teaching assistants as class sizes continue to increase. He worries that he's not giving his students the care they deserve now that he's marking 70 third-year philosophy papers rather than 40. "I think the kids would have been better off if I had a little more TA help."

McClelland says he's feeling a little stretched as well. "I'd like to help the students more but if I do that I risk letting my research fall by the wayside."

It's not just teaching that's being affected, either. As departments struggle to recover more in the way of costs, the user fees for research equipment are growing too. Everyone, it seems, has a budget cut story.

For Provost Adel Sedra this is the worst part of his job. Sedra, an engineering professor himself, takes no joy at all in anything that diminishes his colleagues' teaching and research efforts. The cuts he had to impose on academic divisions for next year to compensate for the 1996-97 reductions in provincial operating grants are a crying shame, he says.

It is that incredible \$54 million dollar bite, a 14 per cent reduction in the province's funding of U of T, that hangs like a spectre over the university's budgeting process. And in getting

out from under, the university has used a number of strategies to limit the impact on its academic divisions — strategies like selective enrolment increases for high-demand programs, a new campaign to attract private giving, an improved early retirement package, and a particular goal of Sedra's, the consolidation of the dozens of divisional libraries. Most important,

cumulative 19 per cent reduction in their budgets, twice what the academic divisions have seen hitherto. Sedra feels they can give no more. The responsibility this time will fall on the academic divisions: there is no viable alternative.

What worries Sedra is that some people might lump together in their minds both the cuts forced on the university from above and the divisional reductions that come from the university's own process of institutional renewal, which he and Deputy Provost Carolyn Tuohy initiated three years ago with the provostial white paper.

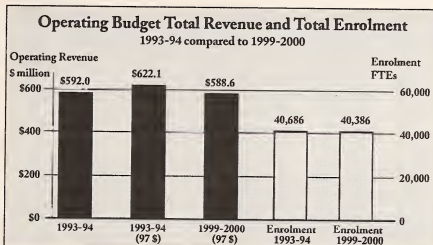
Although they both lead to budget reductions, the latter are key if the university is to remain relevant. Sometimes people forget that out of every dollar a division has lost in the last three years, 60 cents has been reinvested in new initiatives, often within the same faculty, he says.

Sedra feels strongly that the province's cuts cannot interfere with such a vital process. "The life blood of an academic institution is demonstrating an ability to develop, to move with the times. In my own field, engineering, just look at all the new fields of inquiry that have opened up in the last 15 years."

As for the cuts imposed by the province, Sedra is proud of the way academics have found new solutions to preserve what's integral about their work. He points to initiatives like the expanded international enrolment in the Faculty of Dentistry as the kind of solutions that will keep U of T strong.

All over campus, people are finding such solutions. This year Scarborough scraped together \$40,000 to start renewing McClelland's chemistry labs, for instance.

Budgets do affect lives. But in the end, St. Mike's Joe Boyle says, the university will be judged on the quality of the people who work there, something he sees no signs of being diminished. "Some think quality has gone down and maybe they're right. But you put new ideas in front of young students and they can still just take off. That hasn't changed at all."



Sedra insisted on buying academic divisions a year's time to allow such strategies to kick in.

"We had to allow the academic divisions time to work through the implications. We bought them some time to consider how to take reductions while preserving integrity."

Staff members have made sacrifices through savings in compensation costs and students are paying more now than ever before, all to minimize the impact on the academic side. In the end the government's 14 per cent cut has been brought down to only a 3.2 per cent reduction in faculty budgets.

Spared any further cuts this time around are the administrative divisions. For the last three years their sacrifices have helped shield the academic divisions as well. But after a

## Brumer Appointed to Chemical Physics Chair

**A** GENEROUS GIFT FROM ROEL Buck, Canadian business leader and entrepreneur, will be matched by U of T to establish Canada's first chair in chemical physics. University Professor Paul Brumer of the Department of Chemistry has been appointed chair.

Chemical physics is the interdisciplinary area that studies the behaviour of atoms and molecules from the perspective of the basic laws of nature. Canada has maintained

longstanding world leadership in theoretical and experimental chemical physics and two of Canada's living Nobel laureates — Gerhard Herzberg and University Professor John Polanyi of chemistry — worked at the forefront of the field.

Buck is president of RCB Holdings and chair of Autosystems Manufacturing Inc., a manufacturer of motor vehicle parts and accessories. He has served as president of the Automotive Parts Manufacturers

Association and has held positions on other Canadian boards. He is a member of the executive committee of the Canadian Society for the Weizmann Institute of Science.

"People must recognize that we operate in a global community and the only way that Canada can compete in the forefront is in the support of scientific endeavour," says Buck.

Brumer received his PhD at Harvard University in chemical physics, did post-doctoral work at the Weizmann Institute and was a lecturer in astronomy at the Harvard College Observatory before joining U of T in 1975. He is a principal investigator at the Ontario Laser and Lightwave Research Centre.

The Roel Buck-Weizmann Chair in Chemical Physics builds upon an existing research relationship between U of T and the Weizmann Institute of Science in Israel. Two of the world's recognized leaders in laser control of chemical reactions — Brumer and Professor Moshe Shapiro of the Weizmann Institute — are collaborators.

Brumer and Shapiro have discovered a major new laser-based strategy for affecting the outcome of chemical reactions. Their research has shown that lasers can potentially be used to direct electric currents, make desirable and useful molecules, reduce the production of harmful chemicals and create new sources of

laser light. This has opened up significant possible applications to chemical synthesis, optoelectronics, display panels and pharmaceutical manufacturing. Their approach, now known as coherent control of chemical reactions, is the basis of a number of research initiatives around the world.

Dean Marsha Chandler of the Faculty of Arts and Science says that

strengthening links between chemical physics research in Canada and Israel "presents a unique opportunity to tie together two powerful science communities to mutual advantage."

A symposium in honour of the establishment of the Roel Buck-Weizmann Chair in Chemical Physics is planned for May 27 at U of T.

## Government Allocates Money for Repairs

**U** OF T WILL HAVE AN ADDITIONAL \$72 million to spend on deferred maintenance of campus buildings following the renewal of the Canada-Ontario Infrastructure Works program.

The federal and provincial governments announced May 2 they have earmarked \$459 million for infrastructure projects in Ontario in the 1997-98 fiscal year. Colleges and universities will receive \$58 million from the federal, provincial and municipal governments for job creation through community renewal and repair projects.

"The allocation of \$58 million for postsecondary-specific improvements will allow us to extend the progress we've made since the infrastructure program was established three years ago," said President Robert Prichard. "We are very grateful for this support, which will help U of T address such critical needs as classroom upgrades, computer connectivity projects and access for persons who are disabled."

The funds are also expected to assist in ongoing safety code compliance and laboratory renewals. U of T's current list of deferred maintenance projects totals \$123 million.

## Nursing Program Becomes Second Entry

**T**HE FACULTY OF NURSING'S undergraduate program will become a second-entry program, starting next year.

On May 1 Academic Board approved a faculty plan to replace the current four-year bachelor of nursing degree with a two-year baccalaureate open to students who have completed two years of university. The move, which brings the pattern of nursing education in line with other health professions like medicine and pharmacy, will also see annual enrolment drop from 80 to 30.

Dean Dorothy Pringle of nursing said the decision would allow the faculty to put a greater focus on graduate-level education, while still keeping involved in basic nursing education. "This keeps our hand in in the

preparing of young people to become nurses," she said. "It keeps the faculty very close to the real world of nursing."

Pringle said the program, the first of its kind in Canada, will have the added advantage of not asking high school students to commit to nursing as a profession at too early an age.

The new arrangement will also increase students' opportunities for clinical practice, she added.

Ultimately, the faculty wants to merge the master's and baccalaureate programs, with the baccalaureate given to students who only complete the first two years of a three-year master's program, Pringle said.

The decision is a marked departure for U of T, which pioneered the first four-year nursing degree in Canada over 75 years ago.

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## FRONTIERS IN BIOINFORMATICS

May 22, 1997

Medical Sciences J.J.R. MacLeod Auditorium  
University of Toronto

Bioinformatics is a new science arising at the intersection of computing and molecular and structural biology. The goal of this one day symposium is to provide an introductory overview of various aspects of this rapidly developing field for those involved in biological and medical sciences research. Everyone is welcome.

### Programme

- 9:00 Welcoming Remarks**  
Peter N. Lewis, Department of Biochemistry, University of Toronto  
Arnold Azman, Dean, Faculty of Medicine, University of Toronto
- Morning Session Chair:**  
Martin Summer-Smith,  
Bavet Bioinformatics Inc.
- 9:15 Overview of Bioinformatics**  
Walter Gilbert,  
Harvard University
- 9:45 Tools and Databases for Large-Scale  
Gene Discovery**  
Anthony R. Kravitz,  
The Institute for Genomic Research
- 10:30 Coffee**
- 10:45 PDB 3D Structural Database of  
Biomacromolecules**  
Joel L. Sussman,  
Weizmann Institute of Science and  
Brookhaven National Laboratory
- 11:30 Maps and Sequences: Accessing the  
Fruits of the Human Genome Project**  
Kenneth H. Broman,  
Johns Hopkins University
- Afternoon Session Chair:**  
Christopher Hogue,  
National Center for  
Biotechnology Information
- 1:30 Metabolic Pathways**  
Egon Solov,  
Russian Academy of Sciences &  
Argonne National Lab
- 2:15 Knowledge Discovery**  
G. Christian Overton,  
University of Pennsylvania
- 3:00 Coffee**
- 3:15 From Protein Structure to Function**  
Joel L. Sussman,  
Weizmann Institute of Science and  
Brookhaven National Laboratory
- 4:00 Molecular Evolution**  
G. Brian Golding,  
McMaster University
- 4:45 The Future of Bioinformatics**  
Christopher Hogue,  
NCBI
- 5:00 Conclusion**  
Peter N. Lewis,  
University of Toronto

There will be an opportunity for attendees  
to view demonstrations of Bioinformatics software

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- Ontario Cancer Institute, Princess Margaret Hospital • Samuel Lunenfeld Research Institute, Mount Sinai Hospital • Bavet Bioinformatics Inc. •

# Provincial Budget Boosts Research

~ Continued from Page 1 ~

will promote business-university partnerships and research excellence. The government expects the fund will swell to \$3 billion in the next 10 years if federal and international granting councils kick in \$500 million and the private sector and universities contribute at least \$1 billion each.

"This program is an essential element in allowing all Ontario universities the opportunity to also effectively participate in federal funding initiatives such as the Canada Foundation for Innovation Research Infrastructure Program," Munroe-Blum pointed out.

The fund will finance projects

primarily in the fields of natural sciences and engineering, mathematics, health sciences and environmental sciences. Funding will be awarded on a competitive basis, according to a proposal's contribution to research excellence and economic growth. A peer review process will be used to assess the quality of the research.

To participate universities must track the provincial contribution in the first year of the fund; the universities' contribution will rise in subsequent years. The private sector will pay one-third of the cost of all projects.

Eves also announced the introduction of the Ontario Business-Research Institute Tax Credit. It will allow businesses conducting research and development projects in universities, research hospitals and other non-profit research centres to claim



Heather Munroe-Blum

a 20 per cent refundable tax credit.

"We hope companies will respond positively to the new Ontario Business-Research Institute Tax Credit and invest more heavily in

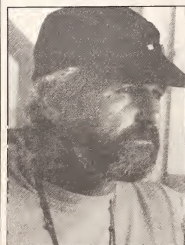
innovation," Prichard said.

The government will spend \$250 million on its share of the Ontario Student Opportunity Trust Fund, Eves announced. The program that wrapped up March 31 challenged universities to raise money for student aid with the promise that the government would match funds by one-third. Initially the government intended to spend \$100 million but universities raised much more than expected.

There will be an additional \$6 million to support summer employment. The funding is expected to support 40,000 students this summer — about 10,000 more than last year. Eves also said his government is committed to working with the federal government to implement an income-contingent student loan program by September 1998.

## Annual Fund Contributions for U of T Exceed \$6 Million

THE U OF T ANNUAL FUND raised over \$6 million for the university in 1996-97, far more than



Norman Jewison

the goal of \$5.3 million.

Annual Fund manager Suzanne Mitchell said the exceptional success of this year's appeal, which ended Apr. 30, was largely the result of the province's Ontario Student Opportunity Trust Fund, which matched individual contributions for student aid dollar-for-dollar, and the university's own student aid matching program.

"Since many alumni liked the idea of a two-to-one match, a lot of this year's revenue will support student aid endowment at each faculty and college," said Mitchell.

Film director Norman Jewison, the current Annual Fund chair, praised the efforts of all contributors this year.

"In the Annual Fund everyone's contribution counts," he noted. "The seat sale allowed thousands of people to ensure that future generations of outstanding students will be able to study at the University of Toronto regardless of their financial means. This is a remarkable testament to the generosity and commitment of our alumni and friends."

Students themselves contribute to the Annual Fund each year via the graduating class gift campaign known as GRADITush. This year, over \$206,000 in cash and pledges was raised from approximately 42 per cent of the class of 1997. Over \$500,000 in student aid endowment will be created from these student gifts.

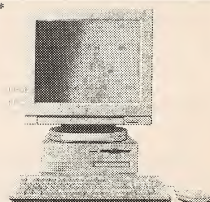
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# HIDDEN CHILDREN

*Holocaust survivor helps others deal with painful memories*

By MICHAEL RYNOR

THE HORRORS OF THE SECOND WORLD WAR STILL CAST painful shadows over the lives of those who survived the Holocaust — a period when Jews, political dissidents, homosexuals and ethnic groups were hunted down, imprisoned and often killed in concentration camps.

Professor André Stein of sociology has chronicled the psychological patterns of the survivors in three books and both his current research and clinical work on the subject concentrate on Jewish children who were between infancy and the age of 16 at the time of the Holocaust. "One of the things I've discovered," says Stein, "is that children who were as young as two years old during the Holocaust had a very keen awareness years later that they had to take care of their parents and assume their roles."

He has also found that older children of survivors suffered from the painful realization that their families couldn't protect them. "For the first time in their young lives, these children realized their parents weren't powerful and could be ordered around by others," notes Stein, a survivor of the Holocaust himself. "We had to become old before we had a chance to be young."

During the Holocaust years thousands of Jewish youth were hidden by Christian families. While this saved their lives, Stein's research shows that the children who were able to stay with their relatives had fewer psychological problems in later years.

Many children taken in by farmers, clergy, nuns or concerned households complained of feelings of worthlessness, low self-esteem and abandonment because they felt their families had deserted them. Some ended up becoming Christians

because they felt the Jewish God had also abandoned them. Many parents, knowing that their religion had become a source of great danger, didn't want their children to have anything to do with Judaism and suppressed all signs of their culture.

home," he says. "As an adult he developed a multiple personality disorder which isn't surprising when you consider that some children were sent from a Jewish home to a Catholic one only to be moved again to a Lutheran home and perhaps ending up with a Calvinist family. By the end of the war many children didn't know who they were."

And they often didn't know who their real parents were. Infants sent into hiding at the age of two would suddenly be introduced to a parent after the war — a parent they had absolutely no memory of. The situation was made worse when some Christian families refused to give up these children. One Jewish couple had to snatch their child back several times and flee to different countries to escape a Polish woman who kept kidnapping their son.

Stein's mother died in a concentration camp and his father was blinded by torture. "I didn't think that I had the right to tell him what I had gone through as a child when he had suffered so much himself," says Stein. "Liberation didn't mean that it was time to tell our stories. Children assumed parental roles to take care of mothers and fathers who came back emotionally or physically destroyed."

What Stein finds particularly rewarding is the fact that not only Holocaust victims gain comfort and insight from his research. "Rape victims, incest survivors, people who suffered terrible physical abuse as children tell me that my books, articles and lectures help them come to grips with the violence they suffered in the past."



André Stein, six, and his sister Agi, 11, in a photograph taken in 1942, two years before they went into hiding to survive the massacre of Jews in Budapest.

Stein, who has a private psychotherapy practice, sees many survivors who are still coming to terms with their horrific past. "I spoke to a man who had 43 different hiding places as a child and he was expected to adopt a different identity at each new

## U of T LIBRARY HOURS



9 May to  
6 September 1997



	Monday – Thursday	Friday	Saturday	Sunday
<b>Roberts Library</b>	8:30am – 11:00pm	8:30am – 6:00pm	9:00am – 5:00pm	1:00pm – 6:00pm
<b>Gerstein Science Information Centre</b>				
9 May – 16 August	8:30am – 10:00pm	8:30am – 6:00pm	9:00am – 5:00pm	1:00pm – 6:00pm
17 August – 6 Sept.	8:30am – 7:00pm	8:30am – 6:00pm	9:00am – 5:00pm	Closed
<b>Audiovisual Library</b>	8:30am – 5:00pm	8:30am – 5:00pm	Closed	Closed
<b>Noranda Earth Sciences Library</b>	9:00am – 5:00pm	9:00am – 5:00pm	Closed	Closed
<b>Engineering Library</b>	8:30am – 7:00pm	8:30am – 6:00pm	9:00am – 5:00pm	Closed
<b>Thomas Fisher Rare Book Library</b>	9:00am – 5:00pm	9:00am – 5:00pm	Closed	Closed
<b>V.W. Bladen Library (Scarborough College)*</b>				
12 May – 30 June	8:45am – 10:00pm	8:45am – 5:00pm	Closed	1:00pm – 5:00pm
2 July – 16 August	8:45am – 10:00pm	8:45am – 4:30pm	Closed	1:00pm – 5:00pm
<b>Erindale College Library*</b>				
12 May – 30 June	8:45am – 10:00pm	8:45am – 5:00pm	Closed	1:00pm – 5:00pm
2 July – 16 August	8:45am – 10:00pm	8:45am – 4:30pm	Closed	1:00pm – 5:00pm
<b>OISE-UT Library</b>				
5 May – 30 June	8:30am – 9:00pm	8:30am – 5:00pm	9:00am – 5:00pm	Closed
2 July – 15 August	7:30am – 9:00pm	8:30am – 5:00pm	9:00am – 5:00pm	Closed
16 August – 7 Sept.	8:30am – 5:00pm	8:30am – 5:00pm	Closed	Closed
	Monday	Tuesday – Thursday	Friday	Saturday – Sunday
<b>Pharmacy Library</b>				
6 May – 30 June	9:00am – 5:00pm	9:00am – 5:00pm	9:00am – 5:00pm	Closed
1 July – 31 August	10:30am – 6:30pm	9:00am – 4:30pm	9:00am – 3:30pm	Closed
1 Sept. – 8 Sept.	9:00am – 5:00pm	9:00am – 5:00pm	9:00am – 5:00pm	Closed

All libraries are closed the following days:

- Sunday 18 May & Monday 19 May (Victoria Day Weekend)
- Tuesday 1 July (Canada Day)
- Sunday 3 August & Monday 4 August (Civic Holiday)
- Sundays – 17 August, 24 August
- Saturday 30 August – Monday 1 September, inclusive (Labour Day Weekend)

\* For hours after 16 August, please contact the individual libraries

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**Dennis Lee** new series *Original Bliss*  
selected poems *Nightwatch*

**A.L. Kennedy**  
Mon. May 12th, 7:30 pm (free)  
Imperial Public Library Pub. #4 Dundas St. E.

A compelling portrait of the fascinating, complex and extraordinary figure who, during his life, was the most notorious man in Europe and remains one of the greatest and most entertaining poets of any age.

**Phyllis Grosskurth**  
reads from her new book **BYRON**  
The Flawed Angel

Wed. May 14th, 7:30 pm (free) Hart House Library  
7 Hart House Circle (Wellesley extension into U of T)

A Personal Account of the Mt. Everest Disaster  
**Into Thin Air**  
Jon Krakauer

A talk & slides by the author of *Into The Wild*  
Fri. May 23rd, 7:30 pm (free) O.I.S.E. 252 Bloor St. W.

Salon Monday, May 26th, 7:30pm  
presented by Buddies in Bad Times Theatre

**Brad Fraser** *Patricia Nolan*  
*Poor Super Man* *Broken Windows*

**Cary Fagan**  
*Sleeping Weather*  
new novel

**Elizabeth Hay**  
*Small Change*  
new short stories

What Passes for Love Summer Point  
Tallulah's Cabaret live 12 Alexander St. E.  
Tues., May 27th, Rivoli 334 Queen W.

Writing Home: A PEN Canada Anthology

Ron Graham  
Wayne Grady  
Alison Gordon  
Marilyn Simonds

Thurs., June 12th, 7:30 pm  
Hart House, under the tent  
in the Quad (free)

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## U of T Researchers Promote Teen Health on Web Site

BY AUDREY PONG

RESEARCHERS AT U OF T HAVE developed an innovative and youth-oriented World Wide Web site called CyberIsle, a teen-only island, for teens, by teens.

CyberIsle is a graphical metaphor of an island that houses health information; HotTalk, an online discussion group; interactive lifestyle assessment programs; a resource centre and games. Its overall goal is to increase the number of teens engaged in positive lifestyle behaviours, particularly smoking prevention and cessation, says Professor Harvey Skinner of the Department of Behavioural Sciences.

CyberIsle is part of TeenNet, a health promotion project funded jointly by the federal and provincial governments and headed by Skinner. The project involves the development of multimedia and interactive technology to allow young people to explore options regarding health behaviour. TeenNet is "youth driven," as teenagers are involved in all stages of program development, implementation and evaluation.

Over the past two years the project has forged partnerships across Ontario. In Brant County, where 23

per cent of youth between the ages of 12 and 18 smoke, CyberIsle was tested piloted. Advisory groups including teens reviewed all "hot links" that connect CyberIsle to other health-related Web sites.

"At first I felt awkward, dealing with parents and teachers, but I was surprised as to how everyone got along and were willing to listen to one another," said one teen in an interview. Another noted: "It makes me as a teen feel good that people care about what teens think and what they have to say. Most of the times we are overlooked."

Along with the formation of CyberIsle, a peer support group meets regularly to discuss issues relevant to Brant County teens. "It really opened your eyes to a healthier lifestyle by adopting a new attitude — physically, emotionally and spiritually," said one Brantford teen smoker. "It also put things into perspective for non-smokers; just because you smoke doesn't mean you're a bad person. It's more of a fact that you're addicted to tobacco ... still, I'm determined to kick the habit with the support of my friends and family."

By giving teens the chance to talk openly and allowing them to access

CyberIsle in a non-judgmental environment, they can gain the skills and information to make healthier lifestyle choices, says Skinner.

At times, CyberIsle gives teens a chance to reflect: "The quizzes are an interesting way of going within yourself," one participant said. "It told me things about myself that I refused to admit." Nonetheless, one teenage smoker stated, "Teens will do whatever they want, despite the facts." As another teen suggested: "You really need to have an open mind if you want to quit smoking or make healthier lifestyle choices ... hopefully, CyberIsle can educate younger kids. Even if one person quits smoking, it would be worth it."

Despite recent funding cutbacks to TeenNet in Brant County, the local health promotion and public health branches are committed to the continuation of the peer support group and the further development of CyberIsle in a local context. According to Diane Ferster, director of COMMIT To a Healthier Brant, "community partnerships are vital to the continuation of these health promotion initiatives."

CyberIsle can be located at: <http://www.cyberisle.org>

## Committee Will Oversee Campus Building Design

BY BRUCE ROLSTON

AFTER YEARS OF "AD HOCKERY" the university has put the future design and development of its campus and buildings on a more stable footing.

A physical planning and design advisory committee has been created to review design policy, select architects and consider the design of future university buildings. The committee, which will include administrators, campus representatives and external advisers, will be responsible for ensuring that future development conforms with an overall campus vision.

Earlier in the year a review committee, chaired by Woodsword College vice-principal Alec Waugh, examined the university's methods for commissioning and designing new buildings. The Waugh report criticized the university for building projects that "suffer from a lack of coordination, a lack of adequate attention to design and from the lack of an overall vision for the campus."

The advisory group's first big issue will be redrafting the university's policy for selecting architects. It will also have a voice in the development of sites identified in the campus master plan.

"You can't turn down what exists and start all over again," said Waugh, "but there are some wonderful opportunities to do some very imaginative things."

Waugh is hopeful the advisory committee will involve the university

community and the public in deliberations at an early stage of a project. "We need to open up our planning, make it more accountable to the larger community — not just architects, but people who want the campus to look good."

The committee may also continue the process followed for the approval of the campus master plan. "In some ways it will carry on but it will do more. The master plan is not a conception of what the university will look like," Waugh said.

Other possible areas for the committee's attention include improvements in signage and ideas to make the campus more attractive to pedestrians.

Waugh expressed hope that the committee's existence would end what he sees, with some exceptions, as a 47-year history of mediocre buildings.

## Letter

~ Continued from Page 1 ~

within accepted guidelines of the Ontario Labour Relations Board. Both also say they have no sense of how the referendum vote will go. And both acknowledge that the most critical issue is the referendum.

"It is the defining event in UTSA's recent and future history," Martin said. "No matter what option receives majority support, things won't be the same. This particular issue shouldn't overshadow the importance of the referendum."

Ballots on the referendum are being received through May 15, with the results to be announced at the UTSA Annual General Meeting May 28.

## New Hart House Warden

~ Continued from Page 1 ~ by building communities, leading volunteers and advancing social justice. She will be an inspiration for our students and her example and experiences will provide wonderful learning opportunities for all students who want to learn how they also can make a difference.

"Hart House has long stood as the university's most important commitment to extracurricular learning," Pritchard said. "Under Margaret's leadership this informal learning will flourish."

Hancock has worked for 20 years in community development, community-based education and as an advocate of social justice and social change. An alumna of U of T who also received a master's of education in adult education from OISE/UT, she has worked with OXFAM and the Social Planning Council of Metropolitan Toronto and recently served as co-chair of the Metro Network for Social Justice, which organized the Metro Days of Action protest last October.

Hancock's term begins June 1.



## Learning

A Guide to the Faculty of the Future - OISE/UT

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“Never before in the world have so many people  
of all ages been engaged in transforming themselves by means of learning.  
While all the traditional instrumental goals remain,  
the foundations for the study of the new universe of lifelong learning have been laid.  
The challenge facing OISE/UT  
is to build on these foundations.”

Quote by Alan Thomas Illustration by Stephanie Power



The Ontario Institute for Studies in Education of the University of Toronto



## Introducing the New Institution

Michael Fullan  
Dean of OISE/UT

of applied problem solving and expanding the knowledge and capacities of individuals to lead productive lives.

OISE/UT will do this in several ways. First, we will pursue this goal through the education of educators. Starting with initial teacher education, we are strengthening our partnerships with schools in order to produce future teachers capable of facing the complexities of the classroom and of learning continuously on the job. In addition, through a host of graduate and continuing education programs, we are developing educators in a wide range of leadership roles including: adult educators, specialists in educational systems, administrators in schools and in postsecondary institutions, community developers, and doctoral students who will become the profes-

soriate of faculties of education of the future.

Second, through research and field-based problem solving, we will continually expand the knowledge base about education, as seen, for example, in the areas of work featured in this publication — lifelong learning, literacy from early childhood to adulthood, technology, and knowledge about managing change.

Research on educational matters is growing substantially at OISE/UT as established and new professors develop systematic research and field development programs.

Third, OISE/UT's work is firmly grounded in policy and practice. Public education will be served much better if policy and practice are informed by critical debate. As well as working collaboratively with policy makers and practitioners to

solve problems, we will continue to establish forums and foster critical discussions about present and future policy directions in Ontario and in the country. There is a dearth of opportunities for professionals and for the public to engage in informed critique of and dialogue about educational policy matters. We plan to play a major role in addressing this crucial need.

These three aspects — the education of educators, the knowledge base, and work in policy and practice — together create a synergy of educational development. In a professional school, like education, professors and researchers must develop connections across these three components as they carry out their work.

In this first year of creating the new institution, we consider ourselves especially privileged as we are posi-

tioned to help make education a central player in the University of Toronto, and to deepen our partnerships throughout the province, indeed throughout the world.

The new financial realities in Ontario make it all the more important that at this stage we mobilize alternative resources and energies. As with other faculties, we are launching a development campaign to raise additional resources to support program innovation, new faculty chairs, technology and student support. While there are many difficulties in educational systems throughout the world, I think, somewhat paradoxically, that we are at a new take-off period for education. OISE/UT is ready to join forces with other partners to push the limits of what can be done, thereby creating a new and better educational future.

The new OISE/UT brings together faculty, staff, and students from two former institutions (the Ontario Institute for Studies in Education and the Faculty of Education, University of Toronto) to form a single integrated Faculty of Education within the University of Toronto — a faculty which enjoys strong support from the President, Provost, and University colleagues. The purpose of OISE/UT is to pursue the goal of establishing a learning society, through immersing itself in the world

## International & National

OISE/UT is one of the most internationalized faculties within the University, not only in terms of collaborative research projects with institutions and organizations across the world, but also in terms of the steady two-way stream of students and visiting scholars. The prominence of OISE/UT faculty in the international educational community is another indication of our global presence and outreach. Associate Dean Ruth Hayhoe, for example, is the first non-American to be appointed to the Board on International Comparative Studies in Education of the National Academy of Sciences which advises the American government on international issues and educational policy and OISE/UT professor David Wilson is the President of the World Council on Comparative Education.

*Below are some of the current projects and programs which connect OISE/UT to the world community of education.*

### Research Network for New Approaches to Lifelong Learning

A network of researchers in 20 Canadian universities and community colleges and representatives from 16 com-

munity groups and corporations studying the relationship between informal learning and formal education. OISE/UT sociologist David Livingstone is leading this network funded by the Social Sciences and Humanities Research Council of Canada.

### Women and Minorities as Educational Change Agents

A university linkage program building on the success of the Canada-China joint doctoral program involving OISE/UT and seven Chinese universities, and drawing on the experience and expertise of some of the same central players in both countries. The focus of this five-year project (it runs until 2001) is professional development for women and minority teachers, at all levels of education, that will enable them to become dynamic agents of social change. The principal investigators are Ruth Hayhoe and Dwight Boyd.

### Distinguished Visitor in Women and Development

An annual position, starting in 1997, named after international adult educator and activist Dame Nita Barrow and located in OISE/UT's Centre for Women's Studies in Education. The Distinguished Visitor will be selected from applications and nominations of women in the developing world who

have research and activist experience in women's issues in development and community transformation. The position is sponsored by OISE/UT's adult education program and by several internal research centres with an interest in global issues and development.

### Aga Khan Project

A project to establish the Institute of Educational Development (IED) at the Aga Khan University — an innovative venture in planned educational change whose mandate is to support the improvement of schools, educational systems, and policy reform through research and program services. The three partners in this international project are OISE/UT, Oxford University, and the Aga Khan University in Karachi. Dennis Thiessen coordinates the OISE/UT involvement.

### Escuela Nueva (New School)

A highly innovative and successful alternative primary school program for poor children, now operating in 30,000





Education, broadly conceived, will be one of the central disciplines of the next century. As a Faculty and as a field of study, Education has not historically enjoyed a central place in the work of the leading research universities in the world, including the University of Toronto. Neither the discipline nor the universities have been well served by the relatively weak role assigned to faculties of education. At the University of Toronto, we are determined to elevate the importance of Education and move it to the centre of the University's academic and intellectual preoccupations. It was for this reason that the

University of Toronto sought and embraced the merger of its Faculty of Education and OISE. The goal of the merger is to make the discipline of Education a core priority of the University, where Education can thrive in its own right as an applied professional school with strong ties to the field of policy and practice, and can draw strength from the full range of resources of a major research university.

*Cycles of Learning* contains many examples of programs where OISE/UT is showing leadership in the conception and study of education throughout the life course — from early childhood programs to later-in-life

learning. It also highlights areas where the combined faculty and staff of OISE/UT have a proven track record of excellence — in the study of literacy acquisition and development, in the generation of innovative educational technologies, and in policy reform and implementation. These rich cross-disciplinary traditions of educational research and innovation foster a lively community of learning for aspiring teachers and students of education.

Two other exciting initiatives — The Institute for Human Development, Life Course, and Aging and The Knowledge Media Design Institute —

show the potential of cross-disciplinary research to contribute to improving education systems and the quality of life. The Institute for Human Development is drawing on the experience and expertise of child educators, human development psychologists, cognitive scientists, gerontologists, and economists to build an understanding of human growth, education, and development in today's society. Continuing Marshall McLuhan's ground-breaking work in culture, technology, and society, The Knowledge Media Design Institute



Robert S. Prichard  
President of the University of Toronto

is looking at new ways to construct and disseminate knowledge and to link technology to innovative educational processes. OISE/UT should go from strength to strength as the academic benefits of the merger begin to accrue, and as it becomes clearly established as one of the world's finest centres for the pursuit of the discipline of Education. It is a mission worthy of all of us.

## Outreach



Colombian schools and in 10 other Latin American nations. In operation for over a decade, OISE/UT faculty continue to assist in the development and implementation of Escuela Nueva programs. This project has various funding sources. The contact person is Joseph Farrell.

### Egypt Community Schools Project

An innovative "action learning" project which is successfully providing primary schooling to very poor rural girls in Egypt. The OISE/UT team is assisting in the development and spread of this program to approximately 8,000 schools. UNICEF and CIDA are funding this project, and the OISE/UT contact person is Michael Connelly.

### Middle East Curriculum Reform Project

A project to reform curriculum in Grades 1 through 10 undertaken by OISE/UT's International Institute for Global Education. Working with ministries of education in Algeria, Jordan, Lebanon, the Palestinian Authority, and Syria, and under the auspices of

UNICEF, the Institute's Co-Directors Graham Pike and David Selby look forward to extending the project to other countries in the Middle East and North Africa.

### Malaysian Leadership Training Project

An intensive leadership program designed by OISE/UT faculty and funded by the Ministry of Education of Malaysia for senior officials. Malaysian educators spend three to five weeks in sessions at OISE/UT and at a cooperating local board of education. The contacts are Paul Begley and Ed Hickox.

### Overseas Additional Qualifications Courses

A continuing education program in Primary and Junior Education operated by OISE/UT in conjunction with ministries and local faculties of education in Great Britain, New Zealand, Europe, and Asia. The course foci range from curriculum topics to system level issues such as school cultures and integration of education programs and the community. The OISE/UT contact is Gary Hunt.

### Urban Network to Improve Teacher Education (UNITE)

A network of nine schools and colleges of education in Canada and the United States dedicated to working with teachers

in urban schools and with youngsters who live in conditions characterized by poverty. Dennis Thiessen coordinates the OISE/UT involvement.

### American National Education Association Project

An evaluation of the U.S. Learning Laboratories Project conducted by a team of OISE/UT researchers. Under the auspices of the National Education Association, the Learning Laboratories are school/school board/teacher union/and business partnerships aimed at school level growth and development. The principal investigators are Nina Buscia, Suzanne Stieglbauer, and Michael Fullan.

### Telelearning Research Network

A federally funded Centre of Excellence initiative linking 100 researchers, educators, and leaders in the business community in the study of new multimedia approaches to teaching and learning. OISE/UT cognitive scientists Carl Bereiter and Marlene Scardamalia and human development specialist Daniel Keating are strategically involved in the design, field testing, and analysis of telelearning initiatives.



# Life Long Learning and

OISE/UT is strongly committed to exploring lifelong learning, a popular phrase with critical significance for the future. It means to understand how our knowledge about ourselves and our world develops over time—from early childhood to mature adulthood—in various settings, at home, at work, and at school.

OISE/UT's innovative work in understanding child and human development, and relating that understanding to effective school programs, is internationally recognized. OISE/UT is also a pioneer in developing continuing education programs for adults.

The Centre for Teacher Development is a unique Canadian organization committed to exploring the career-long learning of teachers and to offering them opportunities to reflect on their teaching practice. Other OISE/UT programs, such as the Master's for Health Professionals, encourage doctors, nurses, and others to reflect on how they develop their knowledge and skills and on how they transmit their experienced knowledge to their clients and to their students.

OISE/UT's exploration of learning in the workplace is illustrated by the research on Prior Learning Assessment and Recognition which honours the principle of lifelong learning by translating it into academic credit. The Workplace and Change program seeks to understand the nature of workplace learning as it occurs in organizational settings, and it does so through a comprehensive graduate program.

At OISE/UT we seek to provide a place where lifelong learning can prosper. It is our dedication to this principle that is the foundation of all our academic programs.



## Institute of Child Study

New understanding of children and their social and educational worlds is being built at the Institute of Child Study (ICS). The work of ICS in linking research about children to elementary education programs and teacher education is further supported by the recent establishment of the Dr. R.G.N. Laidlaw Research Centre and the new elementary teacher education program leading to the Master's in Child Study and Education.

The ICS approach is based on the premise that examining how children understand the world around them is crucial to designing effective education and societal care. One area of application is the legal system: how do children understand and experience it? An ICS study recently examined children's and parents' understanding and experiences of supervised access programs in cases of custody dispute. Other studies at ICS have examined children's understanding of legal rights and the Young Offenders Act and findings have been reported to federal policy workers. Related work

on the UN Convention on Children's Rights in Central and South American countries is being carried out in collaboration between Pueblo Canada and ICS staff.

In a second area of interest, on children's understanding in the educational system, ground breaking theory and research is being conducted by Robbie Case and Janet Astington. Case's research includes collaboration with ICS Laboratory School teachers on new ways of developing children's mathematical intuitions. Astington's work shows how children become aware of their own minds and understanding, as well as the minds of others. This knowledge may be an important part of children's early grasp of the learning process and of their ability to get along with others.

Additional work on science and technology instruction is getting under way with collaboration among teachers, academics, and others from OISE/UT's Centre for Applied Cognitive Science and the Knowledge Media Design Institute.

## Structures Mathematics Program for Primary Grades

Developed by child psychologist Otto Weininger, the Structures program is presently taught in about 2,000 primary classrooms around the world. The program is based on the premise that children, under appropriate adult monitoring and guidance, learn through play. The child constructs towers, pyramids, circular buildings on tabletops, and plectiglass platforms. He/she plans, experiments, revises, and formulates strategies to develop the constructions. First, each child constructs alone and takes ownership of his/her learning. Later, bridging to another child's structure is made possible by thinking together about

how the

bridge will occur.

The teacher helps the children describe their structures by using math terms, and then extends their math thinking by exploring the math functions contained in their structures. When, for example, a six-year-old counts the arms on the spiders he has constructed and says "multiplication is just like being able to add fast," he has gained an experiential grasp of these math concepts. And by linking math understanding and math function, children make it "their own" — a permanent, integral part of themselves which enables them to think about, talk about, and enjoy math.

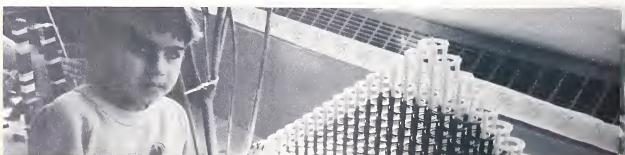
## Lifelong Learning in the Learning Society

As we approach the 21st century, it is clear that rapid technological innovation is causing fundamental changes in both the society and the economy. Marshalling the best intellectual resources to understand the nature of these challenges, and coordinating those resources toward effective action, will be major factors in Canada's ability to respond successfully to these unprecedented challenges.

Education must play a key role in this transformation, and will need to transform itself to contribute effectively. OISE/UT is involved in several major initiatives to understand and to influence this transformation. A key first step is to generate a coherent framework for understanding these complex changes, a major goal of the Human Development Program of the Canadian Institute for Advanced Research, a Canadian-based international network of scientists and scholars. Professor Daniel Keating directs this program, and Professors Robbie Case and Marlene Scardamalia are key members of the research team.

Addressing these complex issues can only be achieved through interdisciplinary linkages which allow us to find the important connections among individual development, population well-being, and societal functioning. OISE/UT plays a key role in two new University of Toronto Institutes which will foster such inquiry — the Institute for Human Development, Life Course, and Aging, which will focus on the nature of human development across the life course and the Knowledge Media Design Institute (KMDI) which will design new media supporting human development and education.

Professors Bereiter, Keating, and Scardamalia are actively involved in KMDI, in conjunction with their leadership roles in the federally-funded Telelearning Network of Centres of Excellence. Through national and international networks such as these, supporting collaboration within and beyond the institution, OISE/UT is poised to play a pivotal role in meeting these major challenges.





# Development

## Centre for Teacher Development

The history of educational reform is filled with innovative curriculum programs and policies, administrative re-organization plans, and educational finance plans. Yet, in the final analysis, it is the teacher who makes the difference. Everything else is support for teaching/learning situations.

Recognizing the pivotal, often overlooked, place of the teacher, the Centre for Teacher Development at OISE/UT adopts the view

that the teacher's knowledge and action are at the heart of quality education and school improvement. The Centre supports a full array of graduate programs in teacher education and development and supports innovative preservice teacher education through the work of its faculty and graduate students. The research and teaching programs of the Centre emphasize lifelong career development in

studies of narrative history and story telling, literacy, women in education, comparative, international approaches to teacher education, multiculturalism, supervision, teacher reflection, and induction to the profession.

In addition to its research and teaching program, the Centre edits *Curriculum Inquiry*, Canada's top education journal, and publishes in cooperation with the Centre for Research for

Teacher Education and Development, University of Alberta, *Among Teachers*, an inquiry-oriented publication, written by and for teachers.

The Centre, established under the direction of Professor Michael Connelly in 1989 to link preservice and graduate programs in teacher development, was an early model for OISE/UT, drawing its faculty from the Faculty of Education and OISE.

## Experience Counts...for Credit!

Adult Canadians of earlier centuries were no strangers to lifelong learning. As pioneers and immigrants, often both, they learned all their lives long simply to survive. What they distrusted was "education," otherwise known as "book-learning." On the other side, though educators might give lip service to the motto, "We learn by experience," they have certainly not honoured life experience by awarding it academic credit — that is, until recently.

What has changed all this is a movement to legitimize the value of what has been learned from life experience by defining it more carefully and clarifying its equivalence to what is learned in academic courses. This movement, called "Prior Learning Assessment and Recognition" (PLAR), aims to provide a legitimate basis for translating the learning that emerges from life experience into academic credit.

Alan Thomas and other adult educators at OISE/UT

have been at the forefront of this movement. Thomas directed the first national survey on PLAR and found that it was being applied in almost every province at every level of education, in school boards, colleges, and universities. Since that time, most provinces have introduced student PLAR evaluations.

Although the PLAR approach is relatively new, it is being used in many countries throughout the world. PLAR has been introduced into the community colleges in Ontario systematically over the past five years, thus opening doors to thousands of students who had formerly been considered ineligible for continuing formal education.

This work not only provides a liberating legitimacy for identifying and releasing untapped human resources but it also sets the foundation for a better understanding of the extent and character of lifelong learning.



Illustration by Celeste Kim

## Master's Program for Health Professionals

Every year, many health professionals acquire a role, that of educator, which is quite different from the one they have been prepared for. A physician may become responsible for supervising a practicum, a nurse may be assigned to evaluate a new program, or a physiotherapist may become the dean of a school. In response to this situation, OISE/UT has collaborated with the University of Toronto's Centre for Studies in Medical Education in developing a Master's program for Health

Professionals. The program has already graduated more than 100 health professionals, some of whom have continued on to pursue doctoral degrees, and OISE/UT now operates similar programs with McMaster University and the University of Ottawa.

The program is unique in Canada. Its distinctive features are: (1) it is not limited to physicians, but attracts a wide variety of health professionals; and (2) it aims to provide an understanding of educational principles in contrast to specific how-to courses

which are a major component in most other programs. Another feature of the program is its flexibility. As one of our physician graduates remarked, "The flexibility in courses and course times makes the program acceptable to busy professionals and sends out the message that this is a program for mature adult learners."

Because of the success of the Master's program for Health Professionals, OISE/UT is considering how to extend this program to other professions such as engineering and law.

## Workplace Learning and Change

This OISE/UT specialization in adult education attracts, each year, four times as many applicants for all degree programs as it can accommodate. Students are drawn from the public, private, and not-for-profit sectors, and represent such diverse organizations as IBM, Ontario boards of education, Pepsi Cola, Sheridan College, and the Department of National Defense.

The program engages students in research and practice which reflect the leading edge of organization change and adult education theory. Students explore two complementary themes: (1) the workplace within a broad social framework or global context; and (2) models of organization which reduce workplace inequities while increasing

effectiveness. These alternative models attempt to achieve: greater equality and inclusivity; broader participation in decision-making; more reflective, responsive, and respectful work environments; a better informed workforce; a higher quality of working life; and more sustainable forms of production.

Workplace Learning and Change is an adaptation of the former DHR program which has been in operation for 20 years. This program distinguished itself both by attracting some of the field's most experienced and competent professionals, and by having graduated over 100 doctoral students, over 300 Master's students, and dozens of certificate and diploma students. The program enjoys a reputation as the only program of its kind in Canada.



# Language Acquisition and

OISE/UT has attracted a concentration of internationally known researchers and leading practitioners in the field of literacy, and this group has become a magnet to literacy scholars from around the world. Research encompasses a broad range of theoretical and practical issues, with emphases in the areas of literacy acquisition from preschool to adulthood, causes and intervention strategies for reading and writing disabilities, and second and third language literacy, including pivotal studies in French and heritage language teaching and learning. Our knowledge about literacy continues to grow from this research base as well as from working with exemplary teachers in our practicum, inservice, and graduate programs.

We have learned a phenomenal amount about how children develop power with language, from how they learn to talk to how they develop as readers and

writers. At OISE/UT we are committed to translating this knowledge base into classroom practice. We now have available a body of books, journals, and research documents that provides a background for shaping an effective literacy curriculum. We know, for example, the importance of establishing links between the home and school and of creating a balance between more traditional approaches to language learning and newer whole language approaches. We have also reviewed the teaching of writing and have restructured our understanding of the writing process.

Both new and experienced educators look to OISE/UT to extend their understanding and improve their teaching practices. Many register in the graduate school to obtain advanced degrees, but thousands of others profit from the OISE/UT expertise in the field of literacy through inservice teacher education.

## Reading Recovery

The partnership between OISE/UT and the Canadian Institute for Reading Recovery concentrates on children at risk in literacy development to educators and researchers committed to understanding the process of reading and writing in young children. The Reading Recovery program is designed for Grade 1 children who are finding the transition into literacy learning troublesome.

As an early intervention program, Reading Recovery allows children time to engage in the school system and provides help before the gap in achievement becomes too great. After one year of school, the lowest achievers in a class enter the program for a period of 12 to 20 weeks. The Reading Recovery program is designed to reduce literacy failure across an education system, though the proportion of children helped

depends on the resources an education system is prepared to allocate.

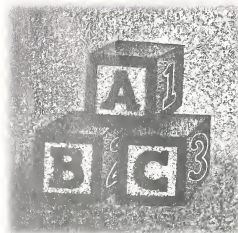
The success of Reading Recovery depends, of course, on both the quality and the intensity of the implementation process. Ongoing professional development is a critical part of any implementation plan, and trained Reading Recovery teachers attend six to eight continuing contact sessions throughout the years following the training year. OISE/UT plays a key

role in this part of the program. As well, a number of Reading Recovery teachers have enrolled in the graduate programs at OISE/UT, and staff of both organizations are in the process of sharing the results of their research programs.

The Reading Recovery program, which is internationally acknowledged for the role it can play in early literacy learning, is supported by the Ontario Ministry of Education and Training.



## Children's Conceptions of Language, Mind and Knowledge



For two decades, David Olson has been heading a research program which examines the relations between language and cognition, and in particular, the cognitive implications of children's learning to read and write, on their conceptions of language, of mind, and of knowledge. The basic assumption is that writing, as a permanent, visible artifact, turns language into something we can think about — a process that not only changes our conception of speech, but of mind and knowledge as well. Through experiments with children who are in the process of learning to read and write, David Olson and Nancy Torrance have succeeded in showing that an understanding of such basic concepts as *what is said* and *what is meant*, verbatim repetition, and literal meaning, are to a large

extent products of literacy. Schooling is seen as the primary means for the child's enculturation into the literate world, although the home literacy experiences of pre-school children are also key determinants in this process.

This work, which has long been supported by the Social Sciences and Humanities Research Council of Canada and the Spencer Foundation, has resulted in over 100 research papers and a dozen authored or edited books including *The Handbook of Education and Human Development* and *The World on Paper*. His work has earned Professor Olson a fellowship in the Royal Society of Canada, and honorary doctorates from the University of Gothenberg in Sweden and the University of Saskatchewan, and the Canada Education Association's Whitworth Prize.



# Literacy Development

## Specialist Courses for Teachers

Twenty years ago, Arn Bowers organized and began teaching the three-part Additional Qualifications specialist courses in the teaching of reading, both during summer and winter evening sessions. Over the years, thousands of teachers have participated in these classes and workshops, exploring current literacy issues and practices, supported by research and curriculum design, and incorporating the principles of language acquisition and literacy development. These courses lead towards the Specialist Certificate in Reading for elementary and secondary teachers in Ontario, and focus on classroom instructional strategies and indicators for promoting and assessing student growth and development.

Through preparing and presenting

seminars and action research projects for their colleagues in these courses, teachers have opportunities for developing leadership responsibilities in literacy education. As Arn Bowers points out, many enrolled in the reading program act as associate teachers for new teacher candidates in the B.Ed. Program, and the knowledge and strategies they acquire in their courses can then be applied in their classrooms, extending and enriching the reading and writing opportunities for both the students and the teacher/candidates. Additional Qualifications courses strengthen the University's partnership with school boards and with teachers, blending theory and practice in a framework for teacher development, promoting literacy understanding throughout a teaching career.



## Teaching Literacy

Many teachers have changed their view of literacy teaching, and with the support of a network of colleagues and the encouragement of a caring and enlightened administration, are examining their own practice as teachers of reading and writing, taking responsibility for their own professional growth. The classroom is one of the best sites for research into teaching, and the teacher can be at the centre of the research team. Conscious reflection about their own teaching practices often leads teachers to identify thin spots or even gaps in their programs.

Over the last few years Dale Willows has provided

hundreds of workshops to assist educators in improving their teaching practices for students of varying backgrounds and abilities. These workshops have had a direct impact on the literacy policies of major school boards, on the classroom practices of hundreds of teachers, and on the reading and writing achievements of thousands of children. Workshops are often followed by conferences and write-ups in professional journals and in the news media, both in Canada and abroad. In this way the work of OISE/UT has a wide impact on the teaching practices of thousands of educators.

## L'intervention précoce en lecture dans le contexte minoritaire franco-ontarien

Les premières années d'études représentent le moment privilégié pour la prévention de l'analphabétisme. Malgré l'émergence de plusieurs approches, l'intervention précoce en lecture demeure une pré-occupation majeure dans les milieux minoritaires. En effet, la clientèle des écoles de langue française de l'Ontario est diversifiée sur le plan linguistique. L'école doit relever plusieurs défis et composer avec les élèves qui parlent peu ou pas le français ou ceux qui maîtrisent un français vernaculaire et avec ceux provenant d'un autre milieu socioculturel. Certains élèves, avant de s'intégrer au programme d'études ordinaire, doivent apprendre ou perfectionner leur français ou se familiariser avec leur nouveau milieu socioculturel.

Parmi les divers modèles d'intervention en lecture existants, le modèle socio-constructiviste retient notre attention. Il stipule que l'apprentissage se construit en interaction avec l'environnement et selon un processus autorégulé de résolution de conflits intérieurs qui surgissent lors d'expériences concrètes, de discours coopéra-

tifs, de réflexions personnelles. L'enseignement et l'apprentissage sont des activités indissociables et complémentaires.

L'enseignante ou l'enseignant différencie son intervention et rend l'apprentissage significatif en élaborant des activités à partir des expériences et du bagage linguistique de l'élève à risque. L'élève doit comprendre le pourquoi de l'activité et les problèmes qui en sont à l'origine. Il ou elle peut s'approprier les outils qui l'aideront dans sa démarche d'apprentissage de la lecture ainsi que les concepts qui les sous-tendent. L'élève reçoit ensuite les savoirs institutionnalisés, qui sont soit des connaissances soit des stratégies. Ce processus d'acculturation permet à l'élève d'adopter un comportement de lecteur-lectrice compétente(e).

## Connecting Consequences of Literacy

In our schools there is a strong emphasis on a problem-solving, inquiry orientation to learning. Instead of treating the mastery of basic skills and the acquisition of particular bodies of knowledge as ends in themselves, this means we need to think of both skills and knowledge as means for effective action, as a repertoire of tools. Gordon Wells is a member of a group of educational practitioners and university-based researchers who are committed to fostering this approach to education, through their emphasis on inquiry as a key mode of learning and teaching at all levels in education. A major focus of their work is literacy development.

As an action research community with shared values and purposes, their aim is to foster the collaborative construction of knowledge and the development of understanding about

topics that are both individually and socially significant. Supported in part by a grant from the Spencer Foundation, this group, Developing Inquiring Communities in Education (DICEP), has strong ties with OISE/UT where some members teach or pursue graduate studies. They cover a wide range of educational interests at all levels, including language acquisition and literacy development, and consider themselves both teachers and learners. Some have been working together for many years, some have joined this community more recently and DICEP is looking forward to welcoming new members in the future. They meet as a group on a monthly basis to share inquiries, collaborate on publications and conference presentations, and maintain strong connections through their e-mail network.

# change

## International Centre for Educational Change

Dean Fullan has long been a noted figure in policy, implementation and change theory, and he is instrumental in OISE/UT's ongoing commitment to the development of educational policy and implementation strategies aimed at the improvement of education systems both in Ontario and abroad. The newly created Centre for Educational Change, under the direction of Andy Hargreaves, reflects this commitment.

The Centre brings together faculty at OISE/UT who have a common interest in understanding and facilitating educational change and represents some of the most advanced thinking about educational change in the world.

Faculty associated with the Centre include (as well as Dean Fullan) experts in assessment and evaluation (Lorna Earl), teacher organizations (Nina Bascia), and secondary school restructuring (Lynne Hannay). The Director,

Andy Hargreaves, is perhaps best known for his studies of how teachers cope with and commit to educational change and of the levels of education best suited to adolescents. This research has been fundamental in Ontario's own efforts to restructure secondary schools. Hargreaves is also a significant voice in Ontario's restructuring of teacher education and professional development. Some recent and ongoing projects of the Centre are: (1) facilitating and evaluating major programs of school improvement in Ontario and Ohio; (2) evaluating change initiatives undertaken by the American National Education Association, the National Center in the U.S., for Restructuring Education, Schools, and Teaching, and the Ontario Ministry of Education and Training; and (3) undertaking programs of action research with Ontario schools — research designed to improve schools from within.

As the adage says, "There is nothing constant but change." Change in its various forms has been an important focus area for OISE/UT.

Our faculty has contributed ground-breaking research to the study of change in educational institutions and curriculum programs, to the development of changing roles for principals, students, teachers, and teacher unions, and to the conception and implementation of strategies to address gender, race, and other kinds of equity issues in schools. This work embraces the study of change as it relates both to the development of new policies and implementation strategies and to the critical reassessment of social and educational systems from a social justice point of view.

OISE/UT sponsors research centres for the evolution of policy and procedures related to change in local and international contexts. Three of these centres are highlighted here: The International Centre for Educational Change focuses on international connections related to improving schooling around the world, from Canada to the United States to Australia to Pakistan. The Centre for Leadership Development addresses the role of administration and what school leaders need to know to move forward in a changing context. The Centre for Women's Studies in Education addresses educational and other issues related to gender, race, ethnicity, physical ability/disability, and class. The research of individual professors and researchers also considers the evolving context of change for a variety of groups — for immigrants and students of minority backgrounds, for stakeholders in the education system, from parent groups to teacher unions, and for ministries of education and state departments. All of these efforts are responsive to the interests and needs of the students and teachers in education; and all are intended to enlighten, improve, and share information to make education more relevant to the students of today and tomorrow.

## Transformational Leadership, Learning, and Change

For the past half dozen years, Kenneth Leithwood, Doris Jantzi, Rosanne Steinbach, and their colleagues in the Centre for Leadership Development have been conducting a series of studies aimed at better understanding forms of leadership that are productive for educational organizations in the process of restructuring. Their research has increasingly pointed to the importance of teacher commitment, and both individual and organizational learning, in accounting for variation in the success of schools' efforts to accomplish restructuring.

Leithwood and his colleagues have explored the antecedents of teacher commitment and the relationship between teacher commitment and organizational learning, and in the process have

developed a better understanding of the nature of organizational learning in schools. They have also analyzed and described the conditions which foster organizational learning and which inhibit it. This research has led them to develop a "transformational model of leadership" adapted to the unique contexts of school organizations. They have collected detailed descriptions of such leadership and they have also inquired about the contribution of such leadership to teacher commitment, organizational learning, the amelioration of teacher stress and burnout, school culture, and other factors

influencing the success of school restructuring. This research has examined the effects of leadership and organizational learning on such student outcomes as math and language achievement, student participation and engagement in schools.

A substantial focus of the Centre's research has concerned those problem-solving and other "internal" processes giving rise to transformational leadership practices.



Gender Equity  
and Schools

Feminist faculty and research staff at OISE/UT are involved in creating gender equitable curriculum materials and working with teachers to promote the achievement and healthy development of girls in schools and the community. Since 1983, these efforts have been coordinated through the Centre for Women's Studies in Education (CWSE). The continuing need for work in this area is amply demonstrated in a recently completed study by the Centre for Women's Studies which looks at how schools are working for girls and young women, *Girls and Schooling: Their Own Critique*.

Through focus groups held in a variety of schools in different parts of Ontario, female students from age 12 to 20 spoke about their experiences of sexual harassment and of being "undervalued" in the classroom and "unrepresented" in the curriculum. These findings have led to two new initiatives within CWSE. The first is a two-year study designed to raise student-teacher awareness of gender issues in education and to identify strategies that will promote discussion of and knowledge about gender equitable teaching and learning practices within preservice

education programs. Again, focus group methodology is being used, this time with student teachers and faculty members in faculties of education across Canada. In focussed discussions of the problems, successes, and possibilities for making changes, group members highlight their own experience and knowledge which can be used to redesign professional education for gender equitable schooling. The second initiative is a new M.Ed. specialization in gender equity and education. This specialization will admit students in September 1997 and will have a strong orientation towards the classroom and the profession of teaching. While students will be registered in an OISE/UT departmental program, the specialization will be coordinated through the Centre for Women's Studies in Education where students will have access to a rich collection of relevant resources and can interact with knowledgeable faculty and researchers.

## The Changing Face of Teachers' Federations

Teachers' federations, or unions, contribute significantly to educational policy and practice at many levels. While labor law constrains their formal role to advising on policy and negotiating over teachers' material and working conditions, their influence is evident in terms of important practical support for teaching and learning as well as in terms of teachers' leadership roles within schools and the larger educational system. While teachers acknowledge that there are problems inherent in the way federations operate, many feel that if they did not exist it would be necessary to invent them.

Many teachers' organizations across North America, facing

criticism and political challenge, are in the process of reinventing themselves, and OISE/UT research is contributing significantly to these efforts. Nina Bascia has been engaged in a series of research projects over the past eight years that reveal many aspects of teachers' federations' work. These include a study of teachers' perspectives on how federations contribute to their professional identities and the quality of their work lives in three U.S. secondary schools and a study of the work of federation-active teachers in districts in Canada and the U.S.

Bascia has conducted several formal evaluations of

federation-sponsored reform initiatives, including a province-wide professional development project sponsored by the Ontario Teachers' Federation and a U.S.-wide initiative sponsored by the National Education Association. She has just begun a new study of the professional development, curriculum and program development, and political work that is done within teachers' federations under the auspices of a SSHRC-funded research project on nonformal and informal learning practices. These studies contribute to understanding teachers' realities and priorities as well as shedding important light on the necessary supports for teaching.

## Anti-Racism Studies

Many students attending school are present in body, but not in mind and soul. Often such students leave school early for pragmatic reasons — for employment or financial need — but there are many others who leave school prematurely or become disengaged from school because they do not respond to the cultural environment or organizational life of mainstream schools. The problem of "disaffected" youth and high drop-out rates has led to a number of research studies at OISE/UT and is a specific area of concern for the Centre for Integrative Anti-Racism Studies in Education headed by George Dei.

Dei has studied the implications of race and social difference for schooling, school dropouts, and disengagement over a number of years and is

now researching forms of "inclusive schooling," or schooling that ensures that excellence is not only accessible to all, but equitable. This includes a critical re-examination of the structures of schooling and linkages with the school community. Thus far, the research has highlighted the need for: (1) more community input into school decision making; (2) expanding in-school support for students; (3) establishing transitional and outreach programs for youth; (4) the adoption of multi-centred approaches to teaching; (5) teacher education and curricular change; and (6) more accountability in school organization.

Contacts with the community are an integral part of this kind of research. Presently Dei is examining exemplary inclusive schooling in dif-

ferent educational sites, with the objective of understanding educational practices which allow for genuine inclusion of all students. These practices address equity and power issues in schooling, ensuring successful learning outcomes for all students and particularly for those coming from racial/ethnic minority and working class family backgrounds.

Working with OISE/UT graduate assistants, Dei is interviewing educators, parents, youth, community workers, and school-community liaison officers to document school, home and community educational/instructional strategies that enable youth to succeed academically and socially. Such knowledge is an untapped resource which may be adapted to advance the educational achievement of all youth.



# Technology



## Education Commons: Information, Media, Technology

The merger of OISE with the University of Toronto's Faculty of Education has provided an opportunity to design a new approach to information, media, and technology. With the rapid convergence and blurring of boundaries that is taking place in these three areas in the world at large, integration is important in order to take advantage of new opportunities and resources as they emerge. Also, because OISE/UT is committed to innovative research, a new design is required to provide two-way linkages between research and application. The result has been a new entity called the Education Commons. On one hand it integrates what were previously two libraries plus several separate collections, two computer services, two media services, and a distance education office. Beyond that, however, the Education Commons is charged with fostering technologically-enhanced innovation in all of OISE/UT's

varied educational offerings.

The integration of services is already well advanced. Meanwhile, extensive planning is underway dealing with new ventures. These include: a Knowledge Innovation Laboratory, which will be a joint project of the Education Commons, the Knowledge Media Design Institute, and the Telelearning Network of Centres of Excellence projects; the design of a new public-access space that will make the integration of information, media, and technology a reality for the individual student or staff member; and the design of activities to support innovation in uses of learning technologies in campus courses and distance education. A representative steering committee is being established. In the meantime the co-directors of the Education Commons welcome ideas and advice via e-mail to [robert.cook@utoronto.ca](mailto:robert.cook@utoronto.ca), [judy.now@oise.utoronto.ca](mailto:judy.now@oise.utoronto.ca), or [cheritter@oise.utoronto.ca](mailto:cheritter@oise.utoronto.ca).

## Computer Supported Intentional Learning Environment (CSILE)

The CSILE technology developed by OISE/UT cognitive scientists Marlene Scardamalia and Carl Bereiter, and piloted at Huron Street Public School in Toronto, is both an educational philosophy and a software program, and it represents a new generation of educational technology. It is not business software re-tooled for children; it is technology specifically

designed to support knowledge construction. It provides more than a set of tools; it provides an environment to support the kinds of inquiry, information search, and discussion that go on in research teams and knowledge-building groups of all kinds. Accordingly, its inventors call it "knowledge-building technology." CSILE allows students to build

their understanding of a topic while sitting at personal computers. Using the specifically designed "collaboration" software, students are able to send electronic notes to one another to discuss events, examine factual information, and raise and address questions. Once they have entered their responses to one another in a shared database housed on a work-

Technology is a centrepiece of OISE/UT, most specifically through the creation of the OISE/UT Education Commons. Not only do we expect technology to support our administrative activities to a far greater extent than in the past but, far more importantly, we are fully committed to the use of technology in all activities related to the teaching and learning process for students of all ages.

OISE/UT is engaged in innovative research and development with respect to the application of technology to educational issues. Our faculty, staff, and students have developed educational software which promotes and supports communities of learners at the elementary, secondary, and graduate level. We serve as a research site for university level conferencing software developed by members of the federally funded National Centre of Excellence on Telelearning (the creation of the "virtual" university). Our faculty has access to and support for a number of technology-mediated courses so as to better serve those of our clients who do not live within easy commuting distance of downtown Toronto — as well as those who simply prefer the convenience of the "virtual" campus. Most recently we have begun exploring the possibility of providing a diversity of technology-mediated continuing education programs to clients in Ontario, in Canada, and in other parts of the world.

The implementation of our ambitious plans calls for continuing financial support from OISE/UT and the University as well as from other sources.

group server, they can hone their ideas as they add comments to the growing discussion. Unlike bulletin-board services or electronic mail, the network-based product provides a structure for student-centred inquiry that extends the learning process beyond the traditional boundaries of fact presentation and recall. Classrooms using CSILE are able to engage in

"knowledge" construction through a process that entails problem statement, theory presentation, comment, and the introduction of new information.

CSILE, which is presently being used in classrooms throughout the world, is one of four beacon technologies in the Telelearning Research Network. Soon, a new website version of CSILE will be ready for testing.





## Distance Education Programs

Using technology to augment the on-campus course and program offerings of OISE/UT makes lifelong learning a more realistic option than ever before.

Computers, in particular, provide the means for people to continue their formal education while continuing to work at their jobs, raise their families, and maintain their responsibilities to family and community. Although graduate programs have long been an option for those who live near universities or can arrange the time to travel to attend class for six weeks in the summer, technology-mediated distance education programs now mean that the same opportunities for learning are available to a much larger group of people.

In a typical OISE/UT computer-mediated graduate class presently in progress, the 19 students are participating from locations in California, the Northwest Territories, British Columbia, Prince Edward Island, Nova Scotia, Quebec, and points across

Ontario. The instructor conducts the class from a centre more than 1000 kilometres from OISE/UT in Toronto. The students are elementary and secondary school teachers, college instructors, industrial trainers, and private consultants who all bring their daily experiences to class to enrich the discussion and apply a broad set of perspectives to the topics being examined. Other classes include students from such diverse cultures and locations as Egypt, Malaysia, the Caribbean, and New Zealand.

Distance education takes the university from the campus to people and places around the globe. It makes learning an integral part of the lives of students instead of an island distant from the reality of living in the everyday world. Through the use of technology, bridges never before possible now span the global community allowing the flow of a constant stream of communication and learning.



## Technology at UTS

The University of Toronto Schools (UTS) offers an accelerated academic program for students from Grade 7 to university who have passed the competitive entrance exam. Websites and the Internet, Power Point presentations and computer projection

units, lasers and probes, and GIS data bases are all classroom tools at this "laboratory," or model, school for OISE/UT.

One exciting technology-based initiative involves a class of Grade 10 students who are helping to build a multidisciplinary database for a large-scale OISE/UT study on the impact of computers on society. This work-

in-progress, under the direction of psychologist Daniel Keating, is being conducted in association with the Canadian Institute for Advanced Research.

With the help of OISE/UT, UTS has been able to set up an e-mail conferencing system which links staff and students to one another, to other parts of the university community,

and to other schools and school systems. All staff and students have their own Internet e-mail accounts. This system is presently being extended to parents and alumni, leading to the creation of UTS' own virtual community and allowing communication between home and school to proceed without the usual avalanche of paper.

UTS presently belongs to an infor-

mation technology consortium, ED-Net 2, an education/business partnership of Toronto area and northern Ontario schools, two campuses of the University of Toronto, Shaw Cable, Silicon Graphics, and a variety of other corporate partners. UTS looks forward to the curricular opportunities that this partnership will afford its students in this decade and the next.

## Telelearning Research Network

Telelearning is a multi-media approach to education based on computers, artificial intelligence, and networks linked by the Internet. The researchers in the Telelearning Network are studying the most up-to-date multi-media environments and linking them to emerging and novel approaches to teaching and learning.

The Network team, managed by Simon Fraser communication scientists Linda Harasim and Tom Calvert, consists of over 100 university researchers across the country who are working with leaders in business and education to design and field-test the most promising of these technology-based

educational approaches. The OISE/UT participation in the Network is significant, with a number of faculty providing leadership in the application of telelearning to teacher education programs, to schools (kindergarten through the end of high school), and to community colleges.

The Network is one of 15 Canadian Centres of Excellence working in multidisciplinary teams to link research and development with wealth creation. This federal initiative is part of a strategy to mobilize research talent in the academic, public, and private sectors and apply it to improving the quality of life for Canadians.

# facts about our programs

## OISE/UT

### A Snapshot

The establishment of the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT) on July 1, 1996 integrated the following:

- Ontario Institute for Studies in Education (OISE)
- Faculty of Education, University of Toronto (FEUT), including:
  - University of Toronto Schools (UTS)
  - Institute of Child Study (ICS)

#### Toronto Locations

- 252 Bloor Street West
- 371 Bloor Street West (includes UTS)
- 45 Walmer Road (ICS)

#### Enrolment

Preservice Teacher Education 1101

#### Continuing Education

- Summer 3724
- Winter 1815

#### Graduate Studies

- Master's 1397
- Doctoral 940

#### Laboratory Schools

- ICS 195
- UTS 500

#### Faculty and Staff (1996-97)

- Tenured/Tenure Stream
- Tutorial Faculty 176
- Additional Instructional Staff 24
- Administrative Staff 171
- UTS 38
- ICS 10

#### Departments

- Adult Education, Community Development

- and Counselling Psychology
- Curriculum, Teaching and Learning
- Human Development and Applied Psychology
- Department of Sociology and Equity Studies in Education
- Theory & Policy Studies in Education

#### Internal Research Centres

- Centre for Applied Cognitive Science
- Centre de recherches en éducation franco-ontarienne
- Centre for Teacher Development
- Centre for Women's Studies in Education
- Comparative, International & Development Education Centre
- Dr. R.G.N. Laidlaw Research Centre (ICS)
- International Institute for Global Education
- Modern Language Centre

#### OISE/UT Field Centres

- Centre for Leadership Development (Toronto)
- Centre de recherches en éducation du Nouvel-Ontario (Sudbury)
- Midnorthern/Northeastern Centre (Sudbury/North Bay)
- Midwestern Centre (Kitchener)
- Niagara Centre (St. Catharines)
- Northwestern Centre (Thunder Bay)
- Ottawa Valley Centre (Nepean)
- Trent Valley Centre (Peterborough)

#### Education Commons

- Libraries
- Computing Services
- Media Services
- Distance Education

### Preservice Teacher Education

For complete information about the Preservice Teacher Education programs, please consult the Preservice OISE/UT Calendar, available from the Registrar's Office, Preservice Unit.

- Bachelor of Education/ Ontario Teacher's Certificate (OTC)
- Primary/Junior, Junior/Intermediate, and Intermediate/ Senior

- Diploma in Technical Education/ Ontario Teacher's Certificate (OTC)
- Master of Arts in Child Study and Education/ Ontario Teacher's Certificate (OTC)

### Laboratory Schools

#### The Institute of Child Study

ICS operates a laboratory school which is a day school for children from 3 to 12 years of age, and an Infant Centre. Both serve as resources for students in the Diploma/ Master's program as well as for those engaged in research activities. The Laidlaw Research Centre is affiliated with ICS.

#### The University of Toronto Schools

UTS is a day school for students from Grade 7 to university entrance, selected by competitive examination. The Ontario curriculum leading to university entrance is followed, with opportunities for enrichment, acceleration, independent study, and experimentation. Resources of the school are available to staff and students of OISE/UT for teaching practice, demonstration, and experiment.

### Continuing Education

The Continuing Education Program offers an extensive array of courses, both credit and non-credit. Courses leading to Additional Qualifications (AQ) approved by the Ministry of Education and Training for holders of the Ontario Teacher's Certificate are offered through part-time study. Additional Qualifications courses offered in winter and summer, and intercession include:

Divisional Qualifications — Primary, Junior, Intermediate and Senior. Three-session courses include: Honour Specialist Qualifications; Principals' Certification; and Technological Studies Qualifications.

For complete information, please consult the *Additional Qualifications OISE/UT Calendar*, available from the Registrar's Office, Continuing Education Division.

### Graduate Studies

The Master's and doctoral degree programs with Ontario Council on Graduate Studies (OCCS) approval are listed here. For full information about OISE/UT specializations, please consult the course Bulletin.

available from the Registrar's Office, Graduate Degrees Unit.

- Adult Education
- Computer Applications
- Counselling Psychology
- Curriculum
- Educational

- Administration
- Higher Education
- History of Education
- Master of Arts in Child Study and Education (our only graduate program leading to an OTC)
- Master of Teaching (English)
- Measurement and Evaluation
- Philosophy of Education
- School Psychology
- Department of Sociology and Equity Studies in Education
- Special Education
- Teacher Development

### Educational Research

The research and development programs of OISE/UT seek to foster improvement in education and to complement the academic programs of the education faculty. OISE/UT's research program is among the largest in

education in the world, attracting \$4,000,000 of research dollars in 1996-97. The internal research centres, listed on this page, represent strong and established R & D traditions at OISE/UT.

### Field Development and Outreach to the Educational Community

The purpose of OISE/UT's field development activities is to stimulate beneficial change in education in Ontario. To this end, OISE/UT administers seven regional field centres. The Centre for Leadership Development, housed in the Department of Theory and Policy Studies in Education, also has field development responsibilities. Two of the centres (Ottawa and Sudbury) provide services for

francophone clients. Some OISE/UT departments offer off-campus graduate courses at one or more of these regional locations. Field development activities also include a very large Additional Qualifications Program for Teachers (under Continuing Education) as well as the Learning Consortium, OISE/UT's partnership with four Ontario school boards in the greater Metropolitan Toronto area.

#### Dean OISE/UT

Michael Fullan

#### Associate Dean

Preservice Programs and Laboratory Schools

Anne Millar

#### Associate Dean

Graduate Studies

Ruth Hayhoe

#### Associate Dean Research

and Field Activities

Angela Hildyard

#### Department Chairs

##### Adult Education,

Community Development

and Counselling Psychology

Budd Hall

##### Curriculum, Teaching

and Learning

Merlin W. Wahlstrom

##### Human Development

and Applied Psychology

Daniel Keating

#### Department of Sociology and

Equity Studies in Education

David Livingstone

#### Theory & Policy

Studies in Education

James Heap

#### Registrar

Claire Alleyne

#### For information about

OISE/UT programs:

Preservice Teacher Education

(416) 978-8833

#### Master of Arts in Child Study

and Education/Ontario

Teacher's Certificate

(416) 978-3457

#### Continuing Education

(416) 978-5988

#### Graduate Degrees in

Education

(416) 923-6641 ext. 2663

or 1-800-785-3345

#### International Projects

(416) 923-6641 ext. 2361

#### Cycles of Learning is a

production of OISE/UT

Editors: Heather Berkeley

Shirleen Couris

#### We wish to thank the

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Robert Prichard

Joanne Quinn

Wayne Sells

Mary Stager

Suzanne Stieglbauer

Dianne Stuart

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Otto Weininger

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Joel Gregorio & James Ireland



## LETTERS



### NOTHING TO RANT ABOUT

In response to Where are the Ranters? (April 28): As one of the happy band of pilgrims embarked upon the pleasures of early retirement but who continues to read this newspaper, I say you are not getting as many letters to the editor because we are getting a less interesting *Bulletin*. Associated with *The Bulletin* as I was for 16 of my 23 U of T years, I am saddened and, dare I say, bored by its current monotonously happy-clappy offerings of "good" news. There are a thousand darker, more controversial stories to be told, many of which would surely generate good rants. Why isn't *The Bulletin* allowed to cover some of them? Inquiring minds want to know.

MARION THOMPSON  
WHITEVALE, ONT.

### INTERFERENCE

#### UNACCEPTABLE

In the last issue of the human resources newsletter, *Dialogue*, the administration published a copy of its response to a specific U of T Staff Association information request intended to add association members in making a policy decision. Although the response was incorporated into a 14-page

UTSA document mailed to all UTSA members President Prichard and Vice-President Finlayson felt it necessary to bypass the democratic activities of the association and provide their own perspective to all university staff, even those that are not allowed to participate because they chose not to belong to UTSA.

I find it reprehensible and unacceptable that the leaders of this progressive and internationally significant institution that vehemently defend U of T's intellectual autonomy feel free to interfere in the internal policy matters of an organization with which they purport to have a collegial relationship. Such an act would be akin to Premier Harris and Minister Snobelen co-authoring a letter to all postsecondary stakeholders in Ontario commenting, in a biased fashion, on a the academic direction that U of T wishes to pursue.

Compounding the insult of interference is a significant omission from the procedural information presented by the administration in *Dialogue*. Commenting on the process of applying for certification the response states: "The trade union must file with application a list of the names of employees in the proposed bargaining unit who

have joined the trade union and evidence of their membership in the trade union — usually in the form of union membership cards signed by the employees." Conspicuously omitted from this comment is "... but the trade union shall not give this information to the employer" — Labour Relations Act, 7(12). I am extremely concerned that by not confirming the legal requirement for confidentiality the administration has created a climate in which some staff will perceive an implicit threat of exposure and possible reprisal. In an environment as financially strained as ours, such a threat is significant as many people already feel vulnerable. Reprisals for support for a trade union are illegal according to the Labour Relations Act. It is either embarrassing that such a gross oversight slipped by the two authors or utterly regrettable that the university would attempt to influence staff members' opinions in such an unethical manner.

DAVID ZUTAVAS  
U OF T STAFF ASSOCIATION

### INTIMIDATING OR SIMPLY PATRONIZING?

The personalized letters sent to all administrative staff recently by

President Prichard and Vice-President Finlayson regarding the UTSA referendum on certification came as something of a shock to me. Specifically I was surprised that they felt it necessary to explain the Framework Agreement to us and that they would give such prominence to what they perceive as the negative consequences of unionization. The administrative staff of this fine institution are a thoughtful, intelligent group of people quite capable of making a reasoned decision based on the information provided by UTSA's ad hoc committee charged with the recent fact-finding mission and resulting report. Surely we know that unionization represents a significant change in the relationship between staff and administration!

Naturally we are curious about the administration's viewpoint on this important issue but this was made abundantly clear in the response to UTSA's questionnaire, conveniently published in the latest issue of *Dialogue*. Furthermore, while the issue of mandatory union dues was mentioned as something we should all consider carefully, the fact that the Framework Agreement, of which the president and vice-president speak so highly,

was negotiated at the cost of association dues paid by only some administrative staff was conspicuously absent.

Are we being intimidated or simply patronized? Each one of us has the responsibility of carefully considering how best to ensure a healthy and prosperous University of Toronto. Let's be sure we all have the freedom to make our own decisions!

LISE WATSON  
ADMISSIONS AND AWARDS

### IS IT BETTER TO DIE UNOBSERVED?

Professor Allan Irving of the Faculty of Social Work wrote of the potential value of glass-paned office doors (The danger of solid doors, *Letters*, April 7). A down side is the ease with which campus thieves break the glass, especially at weekends, to gain entry. At the Banting Institute this prompted installation of no doubt expensive inner plastic shields. Do you have one Professor Irving? Thus the question is whether it is better to die unobserved behind a solid door or to have one's office rifled and computer gutted?

MALCOLM SILVER  
PATHOLOGY

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# EVENTS



## LECTURES

**Molecular Diagnosis: From Microscopes to Microsatellites.**

**MONDAY, MAY 12**  
Dr. David Sidransky, Johns Hopkins University School of Medicine. 213 College Wing, Toronto Hospital. 4 p.m.  
*Toronto Hospital Research Institute*

**Wedgwood: Potter Extraordinaire to the Gardening Century.**

**TUESDAY, MAY 13**  
Patricia Ferguson, curator, in conjunction with Containers of Beauty: The Art of Floral Design, 1650-1820. Lecture Hall, Gardiner Museum of Ceramic Art, 111 Queen's Park Cres. 6:30 to 8 p.m. Tickets \$7, members \$5.

**Contemporary Women Artists of Latin America.**

**FRIDAY, MAY 16**  
Prof. Mario Valdes, Northern Telecom Professor of Inter-American Studies. 179 University College. 4 p.m.

**The Hippocratic Oath: The Odyssey of Medical Ethics in Christian, Jewish and Muslim Traditions.**

**TUESDAY, MAY 20**  
Prof. Samuel Kottek, Hebrew University of Jerusalem, visiting McGill University. Auditorium, 18th floor, Mt. Sinai Hospital. 8 p.m. *Canada-International Scientific Exchange Program*

**Gene and Cell Transfer to the Brain: Science and Ethics.**

**WEDNESDAY, MAY 21**  
Prof. Fred Gage, University of California at La Jolla; third annual lecture. Auditorium, 18th floor, Mt. Sinai Hospital. 4 to 5:30 p.m.

**Maimonides: A Jewish Physician in Medieval Egypt.**

**WEDNESDAY, MAY 21**  
Prof. Samuel Kottek, Hebrew University of Jerusalem, visiting McGill University. Leah Poslans Theatre, Barbours Jewish Centre, 4588 Bathurst St. 8 p.m. *Canada-International Scientific Exchange Program*

**From AVRO Arrow to Apollo and Beyond.**

**THURSDAY, MAY 22**  
Owen Maynard, former chief engineer on the Apollo Project; second I. I. Glass memorial lecture. Main lecture hall, Institute for Aerospace Studies, 4925 Dufferin St. 2 p.m. *Aerospac Studies*

**Confessions of an Unwitting Gnostic: Delirium's Dark Doings.**

**THURSDAY, MAY 22**  
Prof. Kenneth Rockwood, Dalhousie University, fourth annual D. Bary Wilson lecture in geriatric medicine. Auditorium, Providence Centre, 3276 St. Clair Ave. E. 4:30 p.m. RSVP by May 12, 285-3666, ext. 4101. *Medicine and Providence Centre*

**Richard Anschütz, Archibald Scott Couper and Josef Loschmidt: A Detective at Work.**

**WEDNESDAY, MAY 28**  
Alfred Bader, founder of Aldrich Chemical

Company. 159 Lash Miller Chemical laboratories. 4 p.m. *Chemistry*

## COLLOQUIA

**Swan Song of a Natural Products Chemist: A Very Personal View of Developments in the Field.**

**FRIDAY, MAY 23**  
Prof. Stewart McLean, chemistry. 158 Lash Miller Chemical Laboratories. 3:30 p.m. *Chemistry*

**The Brachistochrone Problem and the Beginning of the Calculus of Variations.**

**TUESDAY, MAY 27**  
Prof. Rütiger Thiele, University of Leipzig. 323 Victoria College. 3 p.m. *IHPST*



## SEMINARS

**The Assembly and Turnover of Connexin43 and Connexin43-GFP Fusion Proteins in Live Cells.**

**WEDNESDAY, MAY 14**  
Dr. Dale Laird, McGill University. 968 Mt. Sinai Hospital. 12 noon. *Samuel Lunenfeld Research Institute*

**Progesterone and Bone.**

**THURSDAY, MAY 15**  
Prof. Jerilyn Prior, University of British Columbia. Auditorium, Women's College Hospital. 4:30 to 5:45 p.m. *Bone & Mineral Group, Medicine*

**Causes and Consequences of Genomic Instability.**

**FRIDAY, MAY 16**  
Dr. Thomas Paulson, Salk Institute. 968 Mt. Sinai Hospital. 1 p.m. *Samuel Lunenfeld Research Institute*

**Dreams of Periodontal Regeneration and Challenges of Reality.**

**FRIDAY, MAY 16**  
Dr. Charles Lekie, University of Manitoba. 968 Mt. Sinai Hospital. 3 p.m. *Samuel Lunenfeld Research Institute*

**Purinoreceptor Signalling in Skeletal Cells.**

**TUESDAY, MAY 20**  
Dr. Jeffrey Dixon, University of Western Ontario. 968 Mt. Sinai Hospital. 1 p.m. *Samuel Lunenfeld Research Institute*

**Elder Persons and Assistive Technology.**

**TUESDAY, MAY 20**  
Geoffrey Fernie, Sunnybrook Health Science Centre. Room 416, 256 McCaul St. 3 to 5 p.m.

**Integrin Roles in Organogenesis.**

**WEDNESDAY, MAY 21**  
Dr. Louis Reichardt, University of California at San Francisco. 968 Mt. Sinai Hospital. 12 noon. *Samuel Lunenfeld Research Institute*

**Recent Advances in Paget's Disease of Bone.**

**THURSDAY, MAY 22**  
Dr. Ethel Siris, Columbia University College of Physicians & Surgeons. Auditorium, Women's College Hospital.

4:30 to 5:45 p.m. *Bone & Mineral Group, Medicine*



## MEETINGS & CONFERENCES

**Business Board.**

**MONDAY, MAY 20**  
Council Chamber, Simcoe Hall. 5 p.m.

**Frontiers in Bioinformatics.**

**THURSDAY, MAY 22**  
Sessions in the auditorium, Medical Sciences Building. Overview of Bioinformatics, Walter Gilbert, Harvard University; Tools and Databases for Large-Scale Gene Discovery, Anthony Kurlav, Institute for Genomic Research; PDB: 3D Structural Database of Biomacromolecules, Joel Sussman, Weizmann Institute of Science; Maps and Sequences: Accessing the Fruits of the Human Genome Project, Kenneth Fasman, Johns Hopkins University. 9 a.m. to 12 noon.

Metabolic Pathways, Evgeni Selkov, Russian Academy of Sciences & Argonne National Lab; Knowledge Discovery, Christian Overton, University of Pennsylvania; From Protein Structure to Function, Joel Sussman, Weizmann Institute of Science; Molecule Evolution, Brian Golding, McMaster University. The Future of Bioinformatics, Christopher Hogue, NCBI. 1:30 to 5 p.m.

**Canada and the Challenge of APEC: The Road to Vancouver.**

**TUESDAY, MAY 27**  
A one-day conference at the Plaza Room, Park Plaza Hotel, 4 Avenue Rd. The agenda will cover the following topics: The Road to Vancouver: Progress and Projections; Business Perspectives on Vancouver; Critical Challenges for the Vancouver Summit; Critical Issues: APEC's Trade Liberalization Agenda; Critical Issues: APEC's Cooperation Agenda; Concluding Assessments. Registration fee \$60, faculty and students \$30. Information: 978-1623. *CIS, Asia Foundation, U.S. and Asia-Pacific Foundation of Canada*

**Science for the 21st Century.**

**TUESDAY, MAY 27**  
Symposium in honour of Roel and Dorothy Buck who have established the Roel Buck-Weizmann Chair in Chemical Physics. Speakers include Prof. Paul Buser of chemistry and the Ontario Laser & Lightwave Research Centre, Moshe Shapiro of chemistry and the Weizmann Institute of Science in Israel, and Ronald Khiger of chemistry, Auditorium, Medical Sciences Building. 1:30 to 5 p.m. *Chemistry*

**University Affairs Board.**

**TUESDAY, MAY 27**  
Council Chamber, Simcoe Hall. 4:30 p.m.



## EXHIBITIONS

**ERINDALE COLLEGE**

**Beyond Borders.**

**TO MAY 27**  
Anne O'Callaghan, latest two dimensional multimedia works. Blackwood Gallery,

Erindale College. Hours: Monday to Friday, 12 noon to 4:30 p.m.

**SCHOOL OF ARCHITECTURE & LANDSCAPE ARCHITECTURE**  
**Culminations: Thesis 1997.**

**TO MAY 30**  
Annual exhibition of thesis work presents a mirror of the future. SALA Gallery, 230 College St. Hours: Monday to Friday, 9 a.m. to 5 p.m.

**NEWMAN CENTRE**

**Moazzam Ali.**

**TO MAY 31**  
Moazzam Ali, works. Ground floor. Hours: Monday to Friday, 9 a.m. to 5 p.m.

**GARDINER MUSEUM OF CERAMIC ART**  
**Branching Out.**

**TO JUNE 4**  
Glen Ganier, one-person show. Gardiner Shop.

**Containers of Beauty: The Art of Floral Display, 1650-1820.**

**TO AUGUST 3**  
Decorative ceramic containers for displaying and growing flowers. Main floor. Hours: Monday to Saturday, 10 a.m. to 5 p.m.; Tuesday, to 8 p.m.; Sunday, 11 a.m. to 5 p.m.

**UNIVERSITY OF TORONTO AT SCARBOROUGH**

**Mirroring 2000.**

**TO JUNE 14**  
Featuring works by Shelly Bahl, Yam Lau and Parvaneh Radmard; in conjunction with Asian Heritage Month in Metro Toronto. The Gallery. Hours: Monday to Friday, 11 a.m. to 4 p.m.

**THOMAS FISHER RARE BOOK LIBRARY**

**Tending the Young: From the T.G.H. Drake Collection on the History of Pediatrics.**

**TO AUGUST 15**  
A tribute to Drake, co-inventor of the infant formula Pablum, as a book collector and historian of pediatrics; display of some of the most significant works from his collection representing the early period to 1800. Hours: Monday to Friday, 9 a.m. to 5 p.m.

**UNIVERSITY OF TORONTO**

**ART CENTRE**

**Selections.**

**TO AUGUST 29**  
Selections from the Makove Collection, the UC Art Collection and the U of T Art Collection. Hours: Tuesday to Friday, 11 a.m. to 4 p.m.



## MISCELLANY

**University of Trinity College**  
**Convocation.**

**TUESDAY, MAY 13**  
Faculty of Divinity graduation. Honorary degrees will be conferred on Bishop Michael Bedford-Jones, Judith Matthews and Prof. E. M. Kenneth

McNeill. Honorary graduate Bishop Michael Bedford-Jones will address Convocation. Strachan Hall, Trinity College. 8 p.m.

**Women and the Future of Aging: Health, Wealth and Family Dimensions.**

**TUESDAY, MAY 20**  
Panel discussion. Panelists: Julie McMullin, University of Western Ontario; Prof. Dorothy Pringle, Faculty of Nursing; Monica Townsend, independent economic consultant; chair: Prof. Rona Abramovitch, status of women officer. Auditorium, Koffler Institute for Pharmacy Management. 4 p.m. *Ulysian Society and Central Park Lodges of Canada*

**Job Search Seminar for OISE/UT Staff.**

**THURSDAY, MAY 15**  
Full-day workshop on career planning presented by human resources services at OISE/UT. OISE/UT, 252 Bloor St. W. 9 a.m. to 4 p.m.

**Early Career Choice: Abolition of the Internship.**

**What Have We Done to Our Students? Can It Be Fixed?**  
**THURSDAY, MAY 22**  
Educational grand rounds; panel discussion. Auditorium, 1st floor, East Wing, Women's College Hospital. 7:30 to 9:30 a.m.

**All in the Family?**

**Ethical Issues in Genetic Research.**  
**FRIDAY, MAY 23**  
Workshop. Amphitheatre, Toronto Hospital Residence, 90 Gerrard St. W. 8:30 a.m. to 1 p.m. *UTRS and Research Office, Faculty of Medicine*

**Japanese Flower Arranging.**

**SUNDAY, MAY 25**  
Demonstration of traditional and contemporary techniques by master teachers of Japanese flower arranging. Lecture Hall, Gardiner Museum of Ceramic Art, 111 Queen's Park Cres. 2 to 3:30 p.m. Tickets \$10, members, students and seniors \$8.

**Career Development Workshop.**

**WEDNESDAY, MAY 28**  
Career development workshop for all U of T administrative staff. 9 a.m. to 4 p.m. Information: Thomas Nash, 978-7573; registration: Liz Csiha, 978-6496.



## DEADLINES

Please note that information for Events listings must be received in writing at The Bulletin offices, 21 King's College Circle, by the following times:

Issue of May 26, for events taking place May 26 to June 9: MONDAY, MAY 12.  
Issue of June 9, for events taking place June 9 to 30: MONDAY, MAY 26.  
Issue of June 30, for events taking place June 30 to July 21: MONDAY, JUNE 16.



# CLASSIFIED

A classified ad costs \$15 for up to 35 words and \$50 for each additional word (maximum 70). Your phone number counts as one word, but the components of your address will each be counted as a word. A cheque or money order payable to **University of Toronto** must accompany your ad. Ads must be submitted in writing, 10 days before *The Bulletin* publication date, to **Nancy Bush, Department of Public Affairs, 21 King's College Circle, Toronto, Ontario M5S 3J3**. Ads will not be accepted over the phone. To receive a typeset and/or receipt please include a stamped self-addressed envelope. For more information please call: (416) 978-2106.

## ACCOMMODATION RENTALS AVAILABLE —METRO & ARL—

**Furnished house in Ajax:** four-bedroom, finished basement, backs onto park and school, large deck, fireplace, central air, piano. Easy one-hour commute to U of T. Available June 15 — December 28. \$1,200 + utilities. 978-1821, evans@chem-eng.utoronto.edu

**Sabbatical house.** Beautifully restored and furnished Victorian, open-concept, hardwood floors, exposed brick walls, leaded glass, 2 fireplaces, 3 bedrooms + study above, room-size antique bathroom, deck, private garden. No pets. Bloor/Ossington. \$1,700 + utilities. September 1997 — August 1998. 536-9326, tangle@chass.utoronto.ca

**Two-bedroom, furnished condominium,** washer/dryer included, large balcony, underground parking, secure building with amenities. Available July 1/97 to September 1/97. Located within 15 minutes walk (3 minutes bus) of the University of Toronto. Non-smokers, \$1,250/month. Evenings (416) 966-0434.

**Annex summer sublet.** Attractive, comfortable, 3-4 bedroom family home. Bathurst and Bloor. Close to U of T and subway. Fully furnished. Washer/dryer. Dishwasher. \$1,200 per month. References. 61 to 8/31. Call (416) 535-4713.

**Quiet 4-bedroom, 2 bathroom Annex** house, 10-minute walk from University. Tastefully furnished. 5 appliances, air conditioning. Garden. Parking. Excellent schools, parks, transportation, shopping. No pet/smoking. September 1, \$2,250 monthly. References. (416) 978-4882; 102063.2152@compuserve.com

**Professor's three-bedroom home** for sublet July-August. Annex area, near University, cultural amenities, restaurants, subway. Three stores, backyard, children welcome. Below market rent, \$1,250/monthly. (416) 920-0755, ivan.kalmar@utoronto.ca

**Summer rental, High Park.** Beautifully restored antique, 4-bedroom house, fully equipped. Garden room on large garden, master suite, 2nd-floor laundry. July & August. \$2,200 inclusive. (416) 531-1459.

**July and August.** Furnished 2-bedroom house on quiet street in Leslieville. \$1,200/month. Streetcar to U of T. Near Riverside, Beaches parks and restaurants. Parking. Backyard peaceful garden. Suit couple, kids O.K. (416) 466-4903.

**Guest house, Cabagetown.** Gracious, comfortable Victorian with large rooms, private/shared baths, full breakfast daily. Bright, spacious, furnished basement apartment for daily/weekly/monthly rental, sleeps 3. \$1,250/month. Rental filled with art & antiques. Steps to Carlton streetcar. 944-1426.

**Sabbatical house, Broadview/Danforth.** Large 3-bedroom house, grumpy flat, furnished, renovated, new basement with home office, tree-lined street, close schools. September 1/97 — July 31/98. Non-smokers. \$1,600/month + utilities. (416) 463-8650, lakirid@direct.com

**Furnished family home** to rent for one year, August 1. 1 1/2 story, new kitchen & bath, all appliances, finished basement with office, quiet neighbourhood. Kennedy-Elmcrest, close to TTC. Scarborough campus. \$1,250 + utilities. (416) 759-3107.

**Large 1-2 bedroom apartment** to sublet. June 1 — October 1, \$1,350 (inclusive). Right at St. George and Bloor. Minutes to U of T campus. 24-hour security. 1 1/2 bathrooms. CAC, Dishwasher. Toner Bilgic (tanner@ile.utoronto.ca) (416) 924-6503.

**At Avenue Road and Lawrence.** Bright, spacious, 2-bedroom apartment with garden and parking. Beautifully furnished & fully equipped. Near TTC. Available July — August. \$900+. Phone (416) 487-0229.

**Beautifully furnished apartment,** wrap-around windows, south exposure, 1,800 sq. ft., 3 bedrooms, 2 full baths, free parking, pool, air conditioning. On TTC. Near bus to St. Clair/Yonge. July, \$1,695. (416) 425-8173.

**Apartment for rent, 1-2 years.** Furnished or unfurnished, 1,500 sq. ft., overlooking S.E. Don River/Valley. Leasehold. Fabulous view, tastefully decorated. Moving to Calgary. Optional trade Calgary/Toronto residences. (416) 422-4503.

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**Furnished house — sabbatical rental:** Broadview/Danforth (Plyer Estate), renovated, four-bedroom, den, hardwood, finished basement, private drive, steps from subway. Available August/97 — June/98. \$2,100/month + utilities. (416) 978-5889, sinda@me.utoronto.ca

**Dupont/Bathurst.** Bright one-bedroom plus study. Unfurnished. Second floor of house. Near TTC. A/C carpeted. No smokers, no pets. \$800 inclusive. June 1, 534-2550.

**Large, quiet, 2-bedroom, 2-bathroom** apartment, 1 year from July 1. Avenue Road/Bloor. Concierge, courtyard. \$1,800/month. Non-smokers. 967-0575, willco@zoo.utoronto.ca

**Wellwood Street summer sublet.** June 1 — August 31. Spacious upper duplex, furnished, one-bedroom, modern kitchen, A/C, adjacent to U of T campus. Ideal for visiting professors. \$900 monthly inclusive. 967-6435. E-mail: jan.avanatikas@utoronto.ca

## ACCOMMODATION RENTALS REQUIRED

**3-bedroom furnished accommodation** required approximately end-August to end-December 1997 for visiting Australian professor, wife and 3 children (16, 14, 7). Near U of T and schools. Moderate rental rate all inclusive required. Contact doylan@csu.edu.au or by fax +61-69-332-888

## ACCOMMODATION SHARED

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## ACCOMMODATION OVERSEAS

**France — Grasse.** 15 km from Cannes. 2-room studio with kitchen, garden, pool. 350 to 450/week. Clean, simple & picturesque. In the mountains, heart of the perfume region.

(416) 461-8491, Robert. (514) 466-9705 (French-speaking owner).

**Provence, South of France.** 3-bedroom house (furnished) in the picturesque village of Puyolbier, 20 km east of Aix-en-Provence. Phone, washer, central heating, \$1,000 per month including utilities. Beth (416) 978-7458 or 588-2580 or b.savan@utoronto.ca

**Tuscany.** Furnished remodelled farm house, 15 minutes from Florence, 4 kilometres from Fiesole, 3 bedrooms, 2 baths, study, large living-dining-room, traditional fireplace. All appliances, central heating. Views of Florence, overlooking Mugnone valley. Available September-December 1997. \$1,800 per month. Paola (416) 960-8314.

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**Annex area.** Walk to U of T. Charming self-contained suite in Victorian home. Bedroom, family room with kitchenette, TV. Private bathroom. Skylights. Roof-top deck. Parking. Self-catered continental breakfast. No smokers. Single \$75. Double \$89. Weekly, monthly rates available. 975-2566.

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**Muskoka cottage.** 2 bedrooms, fully equipped, on beautiful Clear Lake, 2 hours north of Toronto. \$325/week (June, September), \$400/week (July, August). 923-6641 ext. 2886. Ideal for vacation or quiet work retreat.

**Volcano, Hawaii.** Unique custom-built furnished house in the firm forest of Volcano Village. Walking distance from Volcanoes National Park. 3 bedrooms, 5 decks, lofts, wood stove, lots of glass, outdoor shower and hot tub. U.S. \$120/day, \$400/week, \$1,200/month. (808) 967-7215, steves@hawaii.net

**Cottage for rent.** Bruce Peninsula near Tobemorey, lakefront, 3-bedroom cottage, lovely pine interior, fireplace, hot water. \$400 per week, available 1st week in July, also July and September. Call Donna at (416) 932-0710 or lis at (416) 966-8558.

**Georgian Bay landmark cottage** with turret; mainland with road access; new, architecturally designed; 3 bedrooms, 2 baths, 5 appliances, TV, microwave, telephone; stone fireplace, large cedar deck; no pets; no smokers. \$1,000/week or \$10,000/season. Call (416) 761-0198.

## HOUSES & PROPERTIES FOR SALE

**Live at U of T.** Stately brick Victorian in park-like setting on Wilcocke Street. Wonderful architecturally designed living spaces. The charm of hardwood floors and period detailing combined with modern convenience. South-facing garden and parking! Added bonus of income unit with private entrance. We love the house and are sad to be moving. Phone 968-6246 and leave message.

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## HEALTH SERVICES

**PERSONAL COUNSELLING** in a caring, confidential environment. U of T extended health benefits provide excellent coverage. Evening and weekend hours available. Dr. Ellen Greenberg, Registered Psychologist, The Medical Arts Building, 170 St. George Street. 944-3799.

**Individual and Couple Psychotherapy.** Daytime and evening hours. U of T staff extended benefits provide full coverage. Dr. Gale Balford, Registered Psychologist, C.M. Hincks Institute, 114 Maitland Street (Wellesley & Jarvis), 972-6789.

**Individual psychotherapy for adults.** Evening hours available. Extended benefits coverage for U of T staff. Dr. Paula Gardner, Registered Psychologist, 114 Maitland Street (Wellesley and Jarvis), 469-6317.

**PSYCHOANALYTIC PSYCHOTHERAPY** with a Registered Psychologist. Dr. June Higgins, The Medical Arts Building, 170 St. George Street (Bloor and St. George). 928-3460.

**Psychologist providing individual and group psychotherapy.** Work stress, anxiety, depression and women's health. U of T staff health plan covers cost. Dr. Sarah Maddocks, registered psychologist, 114 Maitland Street (Wellesley & Jarvis), 972-1935 ext. 3321.

**Psychotherapy.** Dr. Joan Hulbert, Psychologist. Yonge Street near Davisville. (416) 465-9078. Focus on depression, anxiety, substance abuse, difficulties with assertiveness, relationship problems, self-esteem, abusive relationships. Fees may be covered by Employee Health Insurance Plan.

**Psychologist providing individual, group and couple therapy.** Personal and relationship issues. U of T extended health plan covers psychological services. For a consultation call Dr. Heather A. White, 535-9432, 140 Albany Avenue (Bathurst/Bloor).

**PSYCHOTHERAPY with Dr. Sarita Sahay,** a Registered Psychologist specializing in women's mental health. The Centre for Women's Health and Family Care, 439 Spadina Road (Spadina and St. Clair). Daytime/evening hours available. 322-6620.

**Dr. Dianne Fraser, Psychologist.** Carlton at Berkeley, 923-7146. Brief holistic counselling/strategies for stress management. Focus on loss/grief, depression/anxiety, relationships, substance abuse, women's issues. U of T extended benefits cover fees.

**Psychological Services for Infants and Children.** Assessment of developmental and learning disabilities. Benefits packages may provide complete/reimbursement. Dr. Jo-Anne Finegan, Psychologist, 1300 Yonge Street, south of St. Clair. (416) 927-1217.

**Individual cognitive behavioural psychotherapy.** Practice focusing on eating disorders, depression, anxiety and women's issues. U of T staff extended health care benefits provide full coverage. Dr. Janet Clewes, Registered Psychologist, 183 St. Clair

Avenue West (St. Clair and Avenue Road). 979-3084.

**REGISTERED PSYCHOLOGIST.** Individual and couple therapy. Cognitive-behavioural treatment for eating disorders, anxiety, panic stress, depression and infertility. U of T extended health benefits provide coverage. Dr. Lisa Shafford, 206 St. Clair Avenue West (at Avenue Road). (416) 920-5546.

**NEUROPSYCHOLOGICAL ASSESSMENT/assessment** of attention, memory and learning abilities. All ages. Intervention of learning, social and emotional difficulties. Children & adolescents. Covered by extended health benefits. Dr. Elizabeth Kerr, Registered Psychologist, Yonge & Sheppard. 466-2817.

**THERAPEUTIC MASSAGE** with aromatic essential oils naturally effects a relaxation response. Enjoy a quiet retreat from the stress of daily life. The experience will rest and refresh your body and mind. Book St. George location by appointment. Kathy Dillon, R.M.T. 787-1070.

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**REGISTERED MASSAGE THERAPY.** For relief of muscle tension, chronic pain and stress. Treatments are part of your extended health care plan. 170 St. George Street (at Bloor). For appointment call Mindy Hsu, B.A., R.M.T. (416) 944-1312.

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## University of Toronto The Governing Council Honorary Degrees 1998

Members of the University community are invited to submit nominations for honorary degree recipients in 1998.

Nomination forms are available from the Office of the Governing Council. The deadline for the receipt of nominations is Friday, August 22nd, 1997.

Enquiries should be directed to:

**Secretary  
Committee for Honorary Degrees  
Office of the Governing Council  
Room 106, Simcoe Hall  
978-8427**

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## SPECIAL LECTURE

1996-97

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Copies of Dr. Alfred Bader's most recent book,  
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Wednesday, May 28, 1997

4:00 pm, Room 159

Lash Miller Chemical Labs, 80 St. George Street, Toronto

## RESEARCH NOTICES

For further information and application forms for the following agencies,  
please contact University of Toronto Research Services (UTRS) at 978-2163;  
Web site, <http://library.utoronto.ca/www/rtr/hmpage>

### GENERAL

#### CANADA COUNCIL

*Killam memorial prizes are awarded annually to honour eminent Canadian scholars actively engaged in research. The council awards one prize in each of three areas — the natural sciences, engineering and health sciences — in recognition of a distinguished career contribution. Only Canadian citizens are eligible. Candidates must be nominated by three experts in their fields. Deadline is May 30.*

Killam research fellowships are offered on a competitive basis to support researchers in any of the following broad fields: humanities, social sciences, natural sciences, health sciences and engineering. Fellowships are aimed at established scholars who have demonstrated outstanding ability through substantial publications in their fields over a period of years. Deadline is June 30.

#### HUMANITIES & SOCIAL SCIENCES

JAMES S. McDONNELL FOUNDATION  
*The foundation invites requests for grant support in its CSEF program. Projects must address well articulated and significant problems in K-12 classroom instruction or teacher education and preparation. Research is welcomed on a number of topics including reading comprehension, arithmetic, writing skills and problem-solving skills in middle and secondary school science and mathematics. Deadline is June 2.*

#### RUSSELL SAGE FOUNDATION

*The foundation is dedicated to strengthening the methods, data and theoretical core of the social sciences as a means of improving social policies. Current areas of interest include research on current immigration focused on the adaptation of the second generation to U.S. society; curricula designed to foster literacy among disadvantaged students; the future of work, particularly the cause and consequences of the decline in demand for low-skill workers in advanced economies; the social psychology of cultural contact focused on improving relations between racial and ethnic groups. Major proposals must arrive eight weeks prior to board meetings in June and November.*

#### STATUS OF WOMEN CANADA

*Status of Women Canada has issued a call for research proposals. All policy research proposals submitted must make a unique, value-added contribution to current policy debates, demonstrate the national relevance of their policy research proposal and focus on advancing women's equality. Deadline is May 23.*

#### INTERNATIONAL

GOTTLIEB DAIMLER & KARL BENZ FOUNDATION

*The foundation awards grants to young German doing research in foreign countries as well as to foreigners doing*

research in German institutions.

Applicants must be no more than 30 years of age. Post-doctoral research is generally not supported. Deadline is June 1.

#### KOREA FOUNDATION

*The foundation supports Korea-related research, symposia and seminars and publications. Application forms are available from Korean diplomatic missions. Deadline is May 31.*

#### SHASTA INDO-CANADIAN INSTITUTE

*Applications are invited from scholars who wish to undertake research or training in India in the academic year 1998-99. Fellowships are awarded only in the areas of the humanities and social sciences including education, management and law. Deadline is June 30.*

#### UNIVERSITY OF CALGARY

*The Gorbachev Foundation Joint Trust Fund funds joint projects between Canadian and Russian institutions that assist Russia in making the transition to democracy and a market economy. Four areas are given special consideration: democratic processes; northern studies; sociopolitical and economic conditions for joint investment; and natural resource development. Deadline is June 1.*

#### MEDICINE & LIFE SCIENCES

##### EPILEPSY CANADA

*The objective of the 1997-98 studentship for master's or doctoral program is to encourage an individual to pursue a career in epilepsy. The proposed one-year project must be done in a laboratory setting where research on epilepsy is currently in progress. The student must be enrolled in a master's or doctorate level research program and must devote a major part of his/her studies to epilepsy research. Deadline is June 1.*

#### INTERNATIONAL ANESTHESIA RESEARCH SOCIETY

*The society has a commitment to promote and maintain investigative efforts in anesthesia. For 1997 applications are invited for IARS clinical scholar research awards for investigations in human subjects where the proposed project has direct relevance to the specialty of anesthesiology. The principal investigator must be a member of IARS and an investigator with a research record but who has yet to establish a history of substantial funding. Deadline is June 6.*

#### MUSCULAR DYSTROPHY ASSOCIATION (U.S.)

*The association supports research into 10 diseases of the neuromuscular system to identify the causes of and effective treatments for the muscular dystrophies and related diseases. These include spinal muscular atrophies and motor neuron diseases, peripheral neuropathies, inflammatory myopathies, metabolic*

myopathies and diseases of the neuromuscular junction. Proposals from applicants outside the U.S. will only be considered for projects of highest priority to MDA and when one or more of the following conditions exist: the country of residence has inadequate sources of financial support for biomedical research; collaboration with an MDA-supported U.S. investigator is required to conduct the project; or an invitation to submit an application has been extended by the association. Deadline is June 15.

#### NATIONAL MULTIPLE SCLEROSIS SOCIETY (U.S.)

*The society supports fundamental as well as applied studies, non-clinical or clinical in nature, including projects in patient management, care and rehabilitation. Funding is available for research grants, post-doctoral fellowships and senior and junior faculty awards. Some citizenship restrictions apply to certain personnel support programs. Before submitting a proposal for research support, investigators must consult the society directly to determine whether the research plan is appropriate and relevant to the aims of the society. Deadline for health services programs is June 1.*

#### UPCOMING DEADLINES

##### May 15

Brain Tumor Foundation of Canada — grants-in-aid

##### May 16

Astra Pharma Inc/MRC/PMAC — research grants

##### May 17

NRC — women in engineering and science program

##### May 30

EJLB Foundation — research grants (letter of intent)

##### June 1

American Paralysis Association — research grants

Canadian Psychiatric Research Foundation — Joey & Toby Tannenbaum Distinguished Scientist Award

Deafness Research Foundation — research grants

NIH — new research grants

NSERC — research networks grants

##### June 2

Human Resources Development Canada — research grants

##### June 10

Pediatric AIDS Foundation — Elizabeth Glaser scientist awards (letter of intent)

##### June 13

Health Canada (NHRDP) — 1994 and 1996 NPHS

NSERC — Steacie fellowships (internal deadline)

##### June 30

Canada Council — Killam prizes, fellowships

Shasta Indo-Canadian Institute — research fellowships

## UNIVERSITY OF TORONTO JOINT CENTRE FOR BIOETHICS

### THIRD ANNUAL JUS LECTURE

*in honour of Dr. Andrzej Jus*

*"Gene and Cell Transfer to the Brain:  
Science and Ethics"*

**Fred Gage, BS, MS, PhD**

*Professor, Laboratory of Genetics, The Salk Institute*

*Professor, Department of Neurosciences, University of California*

*La Jolla, California*

Wednesday, May 21st, 1997, 4:00 - 5:30 p.m.

Mount Sinai Hospital, Ben Sadovskii Auditorium

600 University Avenue, 18th floor



## PhD ORALS

Graduate faculty please call the PhD examinations office at 978-5258 for information regarding time and location for these listings.

### MONDAY, May 12

Weng Sun, Mathematics, "The Residual Spectrum of GL(N): The Borel Case." Prof. J.G. Arthur.

"David Thompson's Writing of His Travels: The Genesis of an Emerging Exploration Text." Prof. G.T. Warkentin.

Heng Sun, Mathematics, "The Residual Spectrum of GL(N): The Borel Case." Prof. J.G. Arthur.

Wei Zhao, Medical Biophysics, "Digital Radiology Using Active Matrix Readout of Amorphous Selenium." Prof. J.A. Rowlands.

### TUESDAY, May 13

Ronghua Liu, Chemistry, "Stable Monoketenes, Bisketenes, Polymer-Bound Ketenes and Aryl Substituent Effects on the Ring Closure of 1,2-Bisketenes." Prof. T.T. Tidwell.

Anna Taddio, Pharmacy, "Clinical Pharmacology of Lidocaine-Prilocaine Cream in Infants." Prof. G. Koren.

### THURSDAY, May 15

Markos Lekkas, Music, "Palimpsest." Prof. P.R. Pedersen.

David Peter Siderovski, Medical Biophysics, "Human Immunodeficiency Virus Type-1 Trans-Activator of Transcription (HIV-1 Tat): Random Mutagenesis and Interaction with PKR." Prof. T.W. Mak.

### FRIDAY, May 16

Sharon Marie Kaye, Philosophy, "William of Ockham's Theory of Conscience." Profs. B.D. Katz and C.G. Normore.

### TUESDAY, May 20

Peter Michael Loomer, Dentistry, "The Direct Effects of Porphyromonas Gingivalis 2561 on Bone Formation and Mineral Resorption in Vitro." Prof. H.C. Tenenbaum.

### WEDNESDAY, May 21

Laurent Matuana-Malanda, Forestry, "Wood Fiber/Polysiloxane Chloride Composites and Their Microcellular Foams."

Prof. J.J. Balatincez and C.B. Park.

### THURSDAY, May 22

Susan Lamb, English, "Transformation: The Culture of Tourism and Novelistic Literature in the 18th Century." Prof. P.C. Bruckmann.

Marina Helen Morrow, Education, "Feminist Anti-Violence Activism: The Struggle towards Multi-Centered Politics." Prof. A. Miles.

### FRIDAY, May 23

Bruce Winston Arthur Cloud, Mathematics, "Communitants of Composition Operators." Prof. P. Rosenthal.

Edward Jon Doolittle, Mathematics, "A Parametric for Stable Step Two Hypoelliptic Partial Differential Operators." Prof. P.C. Greiner.

Jennifer Margaret Fraser, Comparative Literature, "Writings of Passage: Dante, Joyce and the Dynamics of Initiation." Prof. P.W. Nesselroth.

Mazen Saleh, Medical Biophysics, "Identifying the Structural Domains of Shiga-like Toxin I That Are Responsible for Its Membrane Translocation." Prof. J. Gariepy.

### MONDAY, May 26

Christopher R.D. Douglas, English, "Reclaiming America: Repetition and the Cultural Self-Sufficiency of the United States in the Fiction of Russell Banks, Ralph Ellison, Maxine Hong Kingston and T. Coraghessan Boyle." Prof. L.A.M. Hutchison.

Andrew John Hunter, Philosophy, "The Semantic Significance of Donnellan's Referential/Attributive Distinction." Prof. B.D. Katz.

Ronald William Terry Stringer, Education, "Adult Reading Disability and Temporal Processing Deficits." Prof. K. Stanovich.

## MAKE A SPLASH!

Peel Children's Groundwater Festival needs volunteers. June 11-13, 16-17, Vic Johnston Community Centre, Streetsville. Educate students on environmental issues. FREE training, lunch, t-shirt, Call Christina Strong, (905) 670-1616 ext.284.



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## Science For the 21st Century

A symposium in honour of Roel and Dorothy Buck upon the establishment of the  
Roel Buck-Weizmann Chair in Chemical Physics at the University of Toronto  
and in recognition of Professor Paul Brumer, Department of Chemistry, as the first Roel Buck-Weizmann Chair in Chemical Physics

May 27, 1997

J.J.R. McLeod Medical Sciences Auditorium  
1 King's College Circle  
1:30 p.m.-5:00 p.m.

The public is most welcome- no tickets required

The series of public lectures on developing topics in Chemical Physics and Chemistry at the University of Toronto and at The Weizmann Institute of Science

### Programme

Programme Chair: Professor Martin Moskovits, Chair,  
Department of Chemistry, University of Toronto

- 1:30-2:00 Introductory Remarks:  
Professor Heather Munroe-Blum, Vice-President, Research and International Relations, University of Toronto  
Professor Marsha A. Chandler, Dean, Faculty of Arts and Sciences, University of Toronto
- 2:00-2:30 "Quantum mechanics: Confusions for the layman", Professor Paul Brumer, Department of Chemistry, University of Toronto
- 2:30-3:00 "Controlling molecules with lasers: Past, present and future", Professor Moshe Shapiro, Chemical Physics Department, The Weizmann Institute of Science
- 3:00-3:30 Coffee Break
- 3:30-4:00 "Diamonds - Their creation from thin air and their processing with light", Professor Yehiam Prior, Chemical Physics Department, The Weizmann Institute of Science
- 4:00-4:30 "Altering Hemoglobin - How to get the right stuff for transfusions", Professor Ronald Kluge, Department of Chemistry, University of Toronto
- 4:30-5:00 "Inorganic life", Professor Geoffrey A. Ozin, Department of Chemistry, University of Toronto



## Reception for Retiring Faculty and Staff

Chancellor Rose Wolfe will host a Reception for members of the faculty and staff who are retiring at the end of this academic session.

It will be held in the Hart House Quadrangle on Monday, May 26, 1997 from 4:00 p.m. to 6:00 p.m.

In the event of inclement weather, the reception will be moved to the Great Hall.

Friends and family of the honoured guests, and all members of the University community, are cordially invited to attend.

# REIGN OF THE BLAND & DREARY

*It will take more than a "master plan" to undo years of bad architectural decision making on campus*

By ALAN WATERHOUSE

**F**IRST THE GOOD NEWS. WITH THE ARRIVAL of spring over 200 trees, together with lots of other vegetation, are being planted on St. George Street, completing the first section of what promises to be a splendid pedestrian realm, one that will eventually thread its way through the whole downtown campus. We should all be grateful to Judy Matthews and her team for spearheading the St. George revitalization effort.

The bad news is a more complicated story, having to do with the decline in architecture on St. George campus as a whole. Walking through the University of Toronto 50 years ago, as Professor Douglas Richardson and the late Eric Arthur have beautifully described in their books, was to have experienced one of North America's great architectural landscapes. The fabric of the old colleges in particular gave people the sense that they were in a very special place, fitting for an institution that could rightly claim to be a wellspring and repository of great ideas. What has happened to this special place since then? Of the 40-odd buildings erected on campus since the 1950s, my guess is you would be hard pressed to name three or four that are halfway decent. Arguably, Massey College, the Koffler Institute for Pharmacy Management and the Bora Laskin Law Library would comprise the list. Everything else could be summarily dismissed as bland, dreary or simply awful.

A superficial analysis might point to three reasons for this calamity: modernism, money (or the absence thereof) and the rapid pace of campus development in the 1960s. But none of these excuses really holds water. Quite a few other campuses sport some outstanding modernist works — think of Simon Fraser University, Yale or Cambridge — and we did manage to build the Laskin Library. As far as money is concerned, some of our worst buildings are also our most extravagant. And most of our most recent — constructed during a period of relatively slow growth — are also the most forgettable. No, the problem, I would say, lies elsewhere. It has plagued us long enough to be called chronic.

**NOR SHOULD ANYONE FEEL REASSURED BY THE** recent announcement from the university's administration that our new official plan for the campus is an exciting breakthrough, one that practically guarantees excellent buildings. What the approval of this plan means is we have reached an agreement with the city about the construction of 26 undeveloped and underdeveloped sites scattered throughout the campus. Some of these sites, like Varsity Stadium/Arena and 8 Taddle Creek Rd., are very large; others, such as 73 St. George St. opposite Sidney Smith Hall, are much smaller. Taken together the constructed volume and visual presence of these future building sites could potentially produce an effect on campus rivaling that of any of the projects we have realized in the past three decades.

Perhaps it is for this reason, along with the city's longstanding perception of the university as an intransigent developer, that the new plan has as its core the city's insistence that we respect the existing context of the historic campus fabric. While on the face of it such a cooperative approach should be welcomed, it also means that never before has campus development been so subject to municipal interference and control. For instance, stringent limits on height, sidewalk space and the like will be imposed on all 26 sites to ensure there will be no new buildings as highly discordant as, say, Roberts Library or the Medical Sciences Building.

Does this mean, therefore, that after a half-century hiatus in which the university community has been treated to little more than tackiness in its new buildings, that the campus will



rediscover its architectural legacy and once again start turning out some spectacular construction? In my view, despite the soothing emanations from Simcoe Hall, it does not. Great architecture — even good architecture — cannot be called into being by regulation, no matter how sophisticated. And the new plan is hardly that: instead it echoes the particular cast that development control in our city has adopted of late, one based on the politics of minimal disturbance and the status quo. At best we are likely to end up with buildings that are merely correct. Like the new Innis College residence or the Rotman Centre for Management on St. George Street, they will aspire

to neglect. But the new strictures amount to little more than a counter-productive encumbrance, one that misses the source of the problem. Planning regulation, including the new official plan, is the product of political choices about the concept of externalities. It has nothing to do with great architectural ideas. Old-fashioned architectural concepts such as beauty, elegance and grandeur — or, if you prefer, newer ones like funky, in-your-face or pastiche — can find no foothold in such a regulated landscape. Furthermore, even if it were allowed to, our past record leaves no reason to believe the university administration would greet such concepts with anything other than embarrassment. It is apparently not set up to digest them.

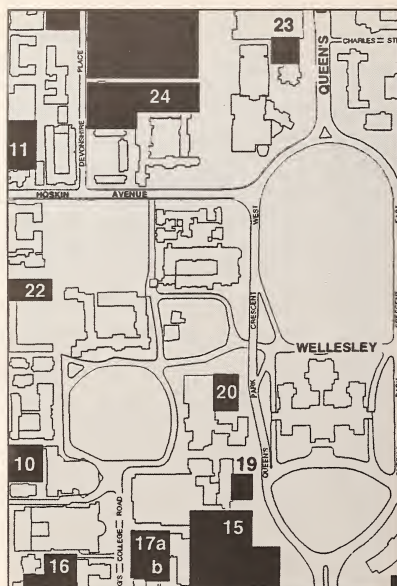
**SO WHAT NEEDS TO BE DONE?** FIRST, THE UNIVERSITY community at large needs to recognize that we have a problem on our hands and to realize that our salvation cannot come solely from any agreement with the city. Rather, our problem has always been internal, one only exacerbated by our new straitjacket of external imposition.

The university, in aspiring to be a pre-eminent institution, has a responsibility to embody its reputation in a suitably inspired landscape. This implies not only respecting the illustrious architecture of the old colleges but at least matching it in the quality of its new buildings. It also implies recognizing that new designs that appear to be startling or brash are not necessarily destructive, even in such a historic setting; indeed they have a legitimate niche in this place filled with young people. We should insist that these responsibilities be recognized by our administration and immediately established as an architectural policy commitment. This means, in turn, that the university make it very clear to the city that the official plan as it stands could represent a hindrance to the production of architectural excellence and that, at the very least, it will be regarded as negotiable.

Second, given that there are institutions of higher learning throughout the world that manage their architectural affairs better than we do, any new architectural policy commitment implies some serious research to discover how things are done elsewhere. What comprises a good campus plan? How are commissions and competitions organized? How do architectural discourse and architectural judgement relate to the structures of administration? Who has a voice? Are administrations prepared to recognize some of the intrinsic conflicts between bureaucratic agendas and aesthetic questions and accordingly to detach themselves from the latter? In a nutshell Simcoe Hall needs to turn its gaze well outside the confines of the campus and the city of Toronto if it is to learn about bettering our architecture. No one should anticipate what the findings of such research might be but my guess is that doing what is necessary does not involve spending large sums of money. The problem is not, and never has been, one of finance. It has instead to do with an entrenched fabric of control and inertia, coupled with a rather parochial view of how "things are done."

The stakes are high. The university is about to enter a new construction cycle. Now is the time to uncover and remake the whole process of architectural decision making and commissioning if we are to rescue what is valuable and restore some vestige of visual excellence to the campus. For far too long we have accepted what is around us, perhaps thinking that more of the same is inevitable. Fortunately projects like the St. George Street initiative provide us a glimmer of hope — mingled with the scent of spring, one can also feel a hint of change in the air.

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to face the street, to replicate the heights and the setbacks of the adjacent structures. This unambitious bag of tricks is not good enough in a university that prides itself on fostering innovation within a context of strong intellectual legacies.

By imposing this "architectural correctness" on campus, the city is penalizing the university, in a sense, for our own record